

# 2021 Annual Report to The School Community



**School Name: Mill Park Secondary College (8775)**



- 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 26 April 2022 at 02:51 PM by Tim Natoli (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 27 April 2022 at 09:27 PM by Kathy Filev (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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### What do 'Similar Schools' refer to?

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

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

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### What does 'NDP' or 'NDA' mean?

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

#### SCHOOL VISION

Mill Park Secondary College works in partnership with students, families and other community stakeholders to maximise learning growth, as well as social and emotional growth. Achievement and student learning growth are supported through high impact teaching practice, meeting students at their point of need and by building positive relationships.

#### SCHOOL VALUES

Mill Park Secondary College operates on a set of four agreed values: Achievement, Respect, Responsibility and Enjoyment. These values are the basis on which our staff, students, parents and our community work together. Collectively, the values provide a framework that underpins all communication, decision making and stakeholder priorities.

##### Achievement

We value achievement. Students and staff work collaboratively to improve learning growth and to strive for their own personal best in the pursuit of excellence. We have high expectations, create rigorous learning goals and celebrate success.

##### Respect

We value and celebrate the diversity of our community and build positive and respectful relationships to support social and emotional growth. Unconditional positive regard is shown to all members of the community. Student agency is considered essential in respecting students as active partners in the success of the school.

##### Responsibility:

We value responsibility. Students, staff, parents and community members are accountable for their own actions. They resolve conflicts in peaceful ways, contribute to our school and society and take care of the environment. We take responsibility for making decisions and setting priorities that support achievement and growth. We work together to help all community members through capacity building.

##### Enjoyment

We value enjoyment. We foster enjoyment through engaging and effective teaching and learning that promotes curiosity. We provide a broad range of co-curricular opportunities that enhance college-wide connectedness and well-being.

#### School Context

Mill Park Secondary College is a co-educational school operating across two campuses: the Years 7–9 Middle Years Campus in Mill Park, and the Senior Campus in Epping for Years 10–12. The College provides an approved curriculum framework 7–12 offering the Victorian Curriculum, VCE, VCAL and VET. The College also offers an accredited Select Entry Accelerated Learning (SEAL) program, a STEM program, as well as acceleration and enrichment classes. The challenge remains to translate the provision of these programs into sustainable improvements in academic performance results.

At the close of 2021 the school had an enrolment of 1346 students.

One in four students at the school are born outside Australia. Many of these students make up the 40 that are in the EAL program. Together with the diversity of Australian-born students, there is great cultural richness, with students having origins in over 60 countries and more than a third of students having a language background other than English.

Enrolments include a significant number of refugees, and 26 Koorie and Torres Strait Islander students. In 2021 the school's program for International Students decreased in its enrolment from approximately 55 students to 30. This is due to the travel bans associated with covid-19 and it is likely that this trend will continue in 2022. The school remains focused on ensuring that its offering to overseas students is as best as it can possibly be and we look forward to welcoming new students back into the school when restrictions have eased. The challenge remains to continue to understand and celebrate this cultural, religious and linguistic diversity of the school in a way that best positions the school to engage with the community, target communications with families and build student agency.

## Workforce

In 2021 the school staff was comprised of 133.3 effective full time equivalent staff members. This included the equivalent of 98 Classroom Teacher, 5 Tutors and 30 Education Support Staff.

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## Framework for Improving Student Outcomes (FISO)

Mill Park Secondary College began 2021 with a number of Key Improvement Strategies directly related to the Framework for Improving Student Outcomes (FISO).

In particular there was a focus on Building Practice Excellence though continuing to support the development of staff capacity in data literacy. While it was difficult to maintain momentum with some of this work due to the impact of covid, there were a number of steps forward taken in this direction. This included professional learning and support for staff and significantly, the school was able to employ a Learning Specialist for the College wide role of Data Leader - Numeracy. This staff member joins our Data Leader in the area of Literacy and helps form a team of staff who are able to focus on supporting this agenda for improvement within the school going forwards.

As well as this there was also a planned focus on strengthening of community engagement with the college through the Building Communities dimension of FISO. Again this was challenging to do due to the constraints created by covid however the work continued at a school level across the year and this will continue to inform our upcoming School Review and our new School Strategic Plan.

At the mid-year point the school shifted it's focus to concentrate solely on the three 'Priority Goals' which were set out by the Department. This was an appropriate course of action as the significant restrictions which were in place across the course of Term 2, 3 and 4 meant that many planned actions which went beyond these core goals could no longer take place.

In the Learning, Catch-up and Extension priority, we were able to prioritise time and resources to ensure that students were well supported through the Tutor Learning Initiative. Mill Park Secondary College were able to employ a mix of Tutors in the areas of both Literacy, Numeracy, and also to support student engagement where these areas had slipped as a result of the impact of remote learning in 2020. Tutoring support, including providing extension support to students, was provided through a mix of in class and small group support. This meant that a wider group of students were able to benefit from this resource. There were challenges associated with delivering this resource during extended periods of remote learning during 2021, however, we are pleased that the team was able to find effective ways to do this using both Zoom and Google Classroom.

In the Happy, Active and Healthy Kids priority a planned focus on whole staff professional learning in the Berry Street Education Model strategies was difficult to implement due to the impact of covid. Due to its engagement with the Berry Street Model over a number of years the strategies did form a central focus for how to successfully bring students back to school after extended periods of lockdown and remote learning during Terms 3 and 4. This led to an adjusted timetable at the MY Campus when students returned in Term 4 to allow the school's Student Engagement Model to take priority. This continues to form a central pillar of the school's approach to supporting student engagement going forwards into 2022.

In the Connected Schools priority the planned focus on developing a stronger home school partnership, while impacted by covid, was able to continue as mentioned above. As the school moves into a year of review in 2022, this will continue to be an important area of priority for the College and will form a key part of our work under the Support and Resources element of FISO 2.0

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## Achievement

In 2021 there was a significant focus on providing catch-up and support for students through the Tutor Learning Initiative. This additional resource was provided at the same time however, as covid continued to have an impact on

learning for some students. Amongst this background there are a number of observations to note about student achievement in 2021:

Student achievement as measured by NAPLAN in Reading continues to be positive in the areas of both attainment and also benchmark growth and this trend is strengthening over time. The proportion of students who have shown medium or high learning growth Years 7 - 9 is above 75%. This is a positive result and the number of our students achieving high gain in this area is above average for both the state and for similar schools.

Student attainment and learning gain is of greater concern in the area of Numeracy, however, and this appears to continue a pattern seen in previous years. We see lower number of students achieving both medium and high learning gain, and lower overall attainment than both similar schools and the state in this area. As mentioned above the school was able to appoint a Learning Specialist in the area of Numeracy during Term 3, 2021 and this will be an area of focus in our work and also for the School Review in 2022.

At the Senior level, the completion rate of both VCE and VCAL level was high in 2021. These remain at or above the state mean. Student attainment in VCE as measured by the mean study score remained below the state average at 24.7 and this is a consistent figure across the past four years. While not listed in the Annual Report, the student Attitude to School Survey data shows a mixed picture in terms of students' connectedness to school. It varies significantly with most year levels reporting results that are at or above the state mean. The Year 12 results for this indicator in 2021 were significantly lower than the state and school average. The class of 2021 have experienced significant disruption to their schooling during their final two years (2020 - 2021) due to the impact of covid, and it is certainly possible that this impact has extended to students' final results in their VCE.

While these comments reflect the average / typical performance at VCE level, there continued to be a number of strong performances from students at the College and concrete steps were taken in 2021 to consolidate and develop a culture of high expectations and support for students in their senior secondary studies. This includes clear expectations around attendance during study / non-teaching periods, the introduction of a complete trial examination period during the September break and notably, the introduction of a Headstart program with (2022) Year 12 students completing two full weeks of timetabled classes with their scheduled teachers ahead of the January break. Student achievement at VCE level will form a clear area of focus during the school's period of review in 2022.

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## Engagement

As mentioned above the school has made a significant commitment to the Berry Street Education Model (BSEM) during past years. The Berry Street strategies are incorporated into teachers' classroom practice and in particular in 2021, were a central focus for how to successfully bring students back to school after extended periods of lockdown and remote learning during Terms 3 and 4. This led to an adjusted timetable at the MY Campus when students returned in Term 4 to allow the school's Student Engagement Model to take priority.

Extended periods of remote learning have had a significant impact on student attendance data across all year levels - especially at Years 8, 9 and to a lesser extent Year 10 during 2021. Outside of this, the school also reports slightly higher numbers of days absent than the state and similar schools when looked at on a four year average. The school has a number of structures in place to reduce student absences including staff with attendance roles / responsibilities, and a tiered / progressive approach to escalating support for students and families. The school is looking to continue this, but also to employ updates to the Sentral platform such as the parent app to promote a stronger home / school partnership, better communication and to promote better student attendance rates.

Student retention continues to be strong and the level of performance in this area for Years 7 - 10 remains above the state average. The percentage of students exiting to further training or employment also remains positive and is at or above the state average. The level of support provided to students through an expanded careers team in 2021 is significant and ensures that students are supported to make positive decisions about transitions to training and employment and importantly, that they are followed up closely to ensure that outcomes are successful.

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## Wellbeing

Student wellbeing continues to be a priority for the College. 2021 saw an expanded wellbeing team with the employment of a Mental Health Practitioner at both the Senior and Middle Years sites. This is a significant additional resource for the school and has allowed us to provide more targeted support for a wider range of students. During 2021 the work of the Wellbeing Team was primarily reactive, and involved supporting the acute wellbeing needs of students and families as a result of the impact of lockdowns and remote learning during 2020 and 2021. The Wellbeing Team also provided coaching support to staff to assist in developing their capacity to identify issues associated with mental health and wellbeing, and assist students to manage them and seek support as appropriate.

Across the College there was a strong focus on monitoring student attendance as a primary wellbeing indicator during periods of remote learning. As well as targeted one-to-one support, the school was able to provide supervised, on-site learning to a significant number of students who were identified as 'at risk' or vulnerable during the period of remote learning from the beginning of Term 3 to mid Term 4. This was new for the College and required focused and ongoing efforts from a range of staff including Wellbeing Team members, Year Level Coordinators and the Principal team.

As mentioned in an earlier section of this report, the school had a number of targets in its School Strategic Plan around deepening its engagement with the Berry Street Education model and its associated strategies. The challenges associated with 2021 meant that many of these actions which involved building staff capacity were difficult to implement. Significant work in this area is underway for 2022 and it will continue to be a major focus for the school. There are a number additional of pro-active and preventative programs which were either in train or planned for 2021 which were not able to occur for our staff and students as a result of covid. These include programs such as supporting students with issues associated with mental health as well as awareness and prevention of suicide. The development of preventative supports for our students in the area of mental health will continue to be a priority in 2022 and beyond.

Supporting staff wellbeing was, and continues to be a key area of focus for the College in 2021 and beyond. Like many workplaces, the challenges of providing remote learning for our students, whilst in lockdown placed a significant strain on many staff. Returning to on-site learning in an environment when there was significant transmission was also challenging and placed a large amount of pressure on staff across the College. The Department of Education and Training placed a significant priority on supporting staff health and wellbeing and this was a key area of focus for the Leadership team at the College. A number of concrete actions were taken to streamline staff workload, provide mechanisms for 1:1 support and to assist staff to stay focused on their primary roles, without losing sight of the improvement agenda of the school. Consultation and opportunities for feedback were increased and as a staff we were able to work together and complete the year in a positive way - providing the best possible support for our students. Whilst we have returned to face to face learning and are in a new state of 'covid-normal', a strong focus on staff wellbeing will continue to be a necessity, and a priority for the College.

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## Finance performance and position

The financial summary for Mill Park Secondary College year ended 2021 concluded with an overall operating surplus of \$407,817. Surplus funds will be used to support the achievement of educational outcomes and operational needs of the school, consistent with Department Policies, School Council approvals and the intent/purposes for which funding was provided or raised.

During 2021, the College received \$207,128 in fees for the Overseas Students Program. DET Planned Maintenance Program balance from 2020 a total of \$20,000 was allocated to Mill Park Secondary College for roof repairs at both sites. Mill Park Secondary College was also successful in receiving funding for the Advance Program \$5222, this program supports young people to stay engaged in education through participation with community organisations on projects that benefit the local community. A total of \$13,600 was received for Extracurricular Boost Funding to implement extra curricular activities for students outside of class time – funds will be rolled over into 2022.

The College claimed \$20,289 in Targeted Funding for the following initiatives –

- Harvard Data Wise Spring Co-contribution Support reimbursement for Professional Development \$14,187

- VET Catch Up Funding to help Year 11 and 12 students complete their VET studies in 2020 – covers expenditure related to VET training provision \$6,101.50

Mill Park Secondary College was successful in its application for a grant of \$50,000 to install shade sails at both campuses.

School Council approved a number of projects across the College in 2021 and have authorised a commitment of \$959,557 - \$1,200,000 additional funds be available to support increased seating in the Performing Arts Centre Project. CCTV camera upgrades at both Middle Years and Senior Campuses was approved, a total cost of \$28,978. Staff computers were upgraded, as the existing computers were in excess of 8 years old, amounting to \$36,685. Mill Park Secondary College School Council also approved \$15,850 to erect a bike shelter at Senior Campus funded by parent voluntary contributions to grounds maintenance.

The College continues to fund the BYOD (Bring Your Own Device) Program, which was implemented in 2015 with a positive response. To support student access when their devices are either at home or in repair, the school purchased 20 laptop computers at a cost of \$13,134 to ensure that there are loan devices available at both campuses. It is expected that this will continue each year on a rolling basis to ensure our students do not face barriers to engaging in their learning on any given day.

- Equity funding at the College in 2021 was to achieve a number of strategic ends:
- To run an enhanced coaching program for staff to support the development of their capacity across several areas including Literacy and Numeracy.
- To allocate extra coordination and support time to Year Level Teams to ensure that staff in positions of responsibility can focus on tracking and supporting the wellbeing of their students.
- To run the widest possible range of Senior Programs to provide opportunities for our students to undertake studies at VET / VCE level where, without additional funding, these classes would not be viable.

Expenditure in 'property services' was undertaken for general maintenance, building works, and annual services. There has been a focus on installing outdoor seating around the grounds of the senior campus, creating inviting spaces for students. There has been various upgrades and maintenance carried out during the year across the College - new carpet in the Administration area at MYC, security lights replaced, drainage and floor lifting issue in MYC gymnasium have been completed. A lot of work has been carried out installing and repairing concrete paths across the College, locking mechanisms have been fitted on all windows at Snr Campus, Multi-Purpose room walls and floor have been painted and the toilet refurbishment has been completed and the upgraded toilets are now operational at MYC.

A considerable portion of our budget continues to be expended on furniture and equipment, heating and cooling to provide students with access to the latest learning tools and inviting learning spaces.

The Bank Accounts were managed effectively, interest earned, commission, and other locally raised funds were used to supplement the overall budget. The College will continue to allocate funding for our Strategic Goals and Priorities, while continually working to provide a productive learning environment for all students.

**For more detailed information regarding our school please visit our website at**  
<https://www.millparksc.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 1346 students were enrolled at this school in 2021, 662 female and 684 male.

35 percent of students had English as an additional language and 2 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).

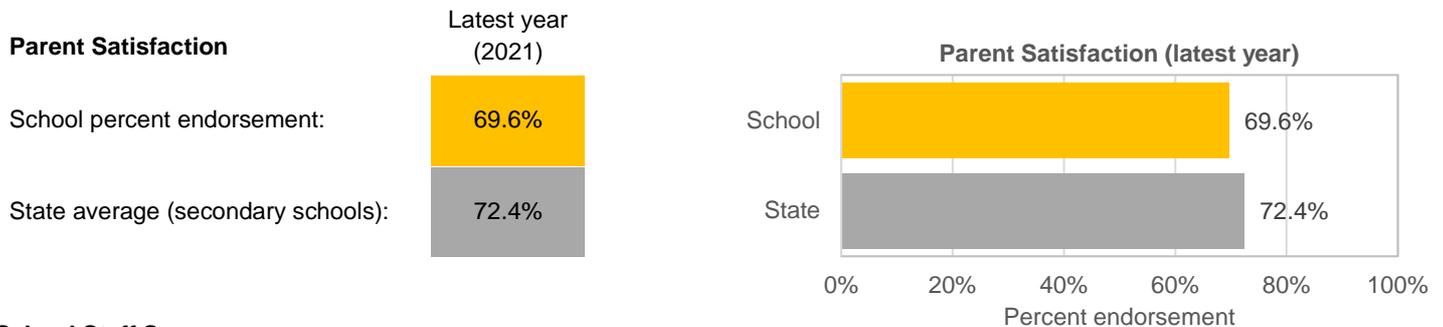
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

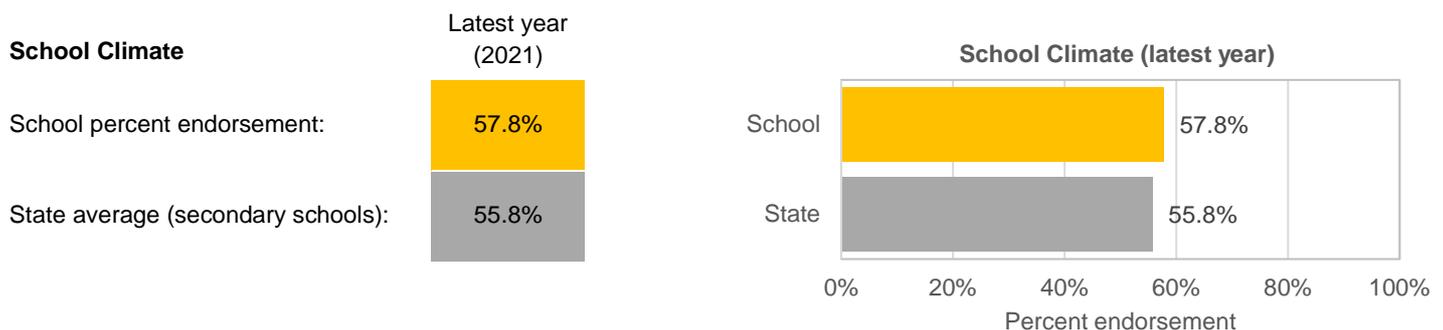


### School Staff Survey

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:

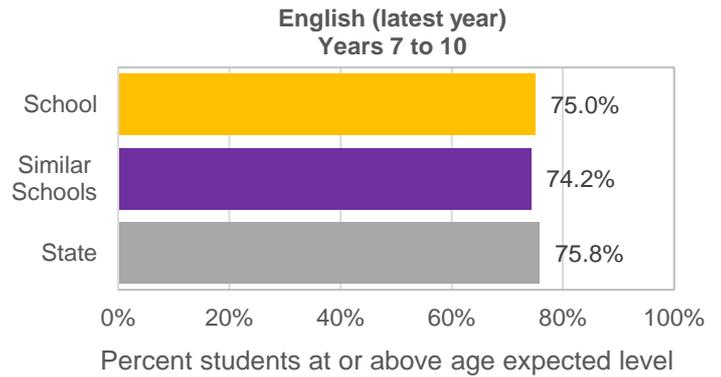
75.0%

Similar Schools average:

74.2%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

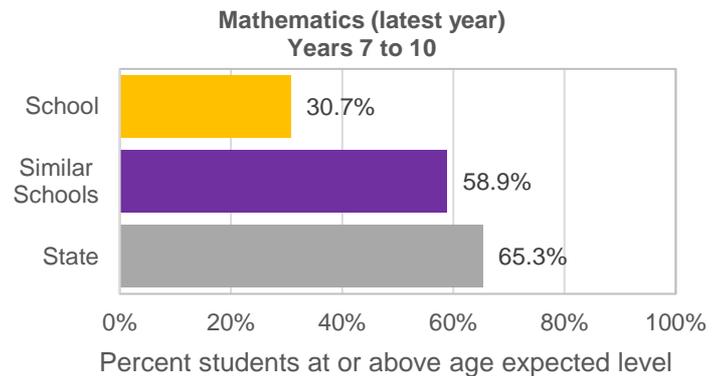
30.7%

Similar Schools average:

58.9%

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.

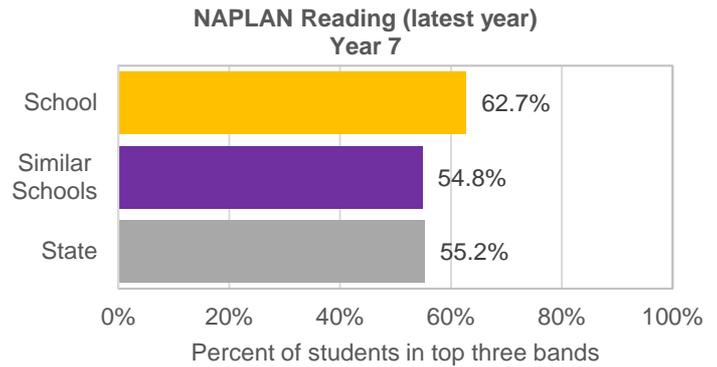
**NAPLAN**

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.

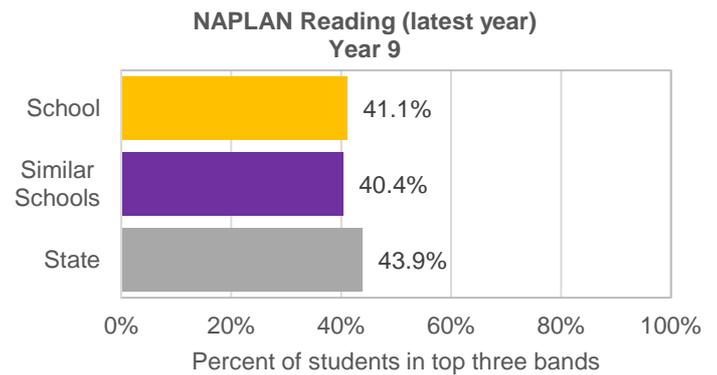
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.7%	58.9%
Similar Schools average:	54.8%	54.1%
State average:	55.2%	54.8%



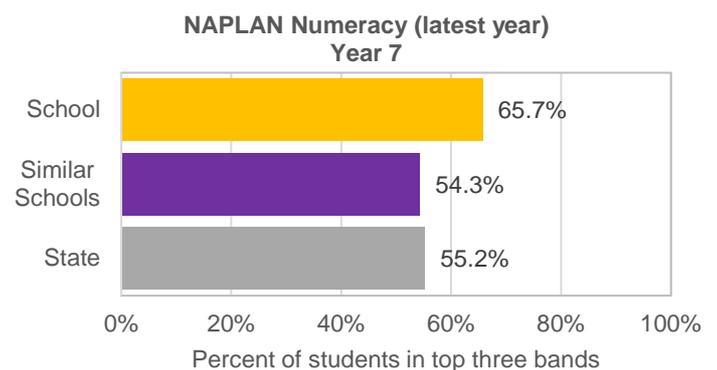
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.1%	43.3%
Similar Schools average:	40.4%	42.2%
State average:	43.9%	45.9%



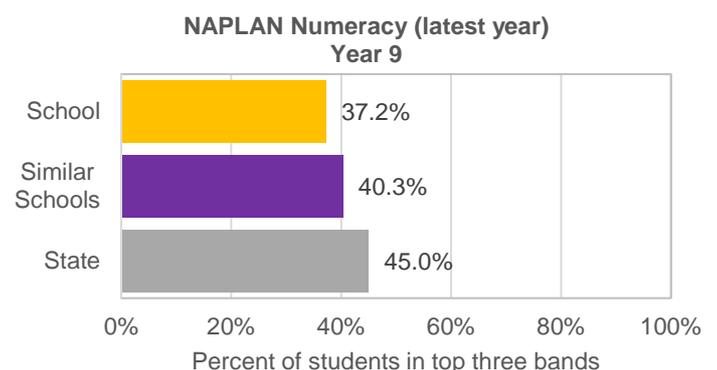
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	65.7%	55.9%
Similar Schools average:	54.3%	54.1%
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%	40.9%
Similar Schools average:	40.3%	42.1%
State average:	45.0%	46.8%



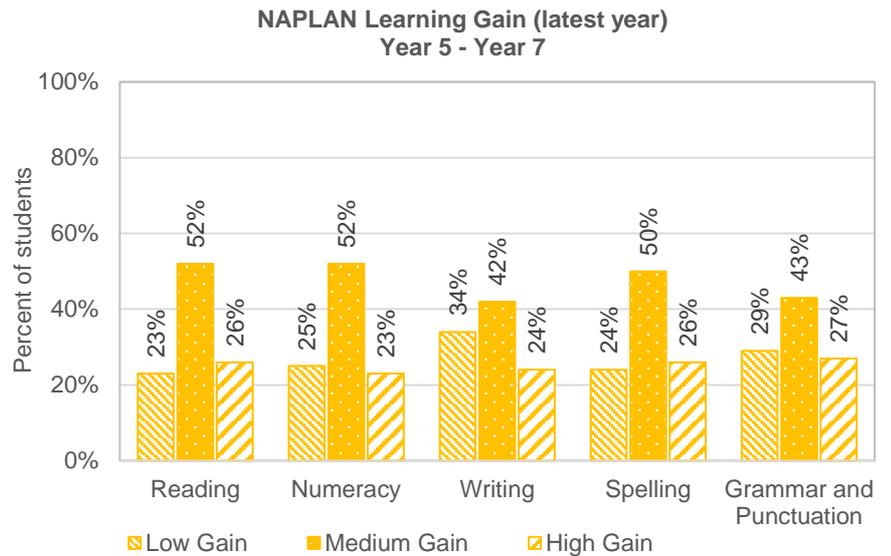
**ACHIEVEMENT (continued)**

**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'.

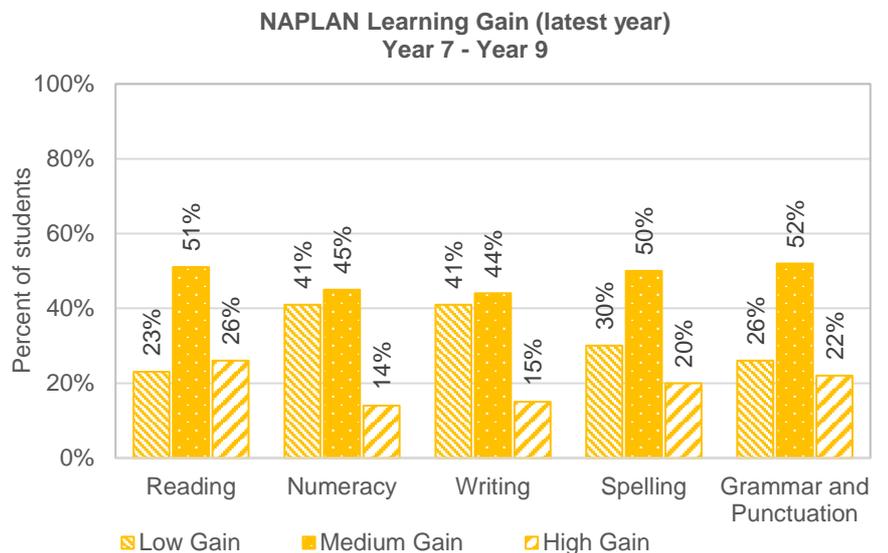
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	52%	26%	22%
Numeracy:	25%	52%	23%	21%
Writing:	34%	42%	24%	22%
Spelling:	24%	50%	26%	24%
Grammar and Punctuation:	29%	43%	27%	22%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	23%	51%	26%	24%
Numeracy:	41%	45%	14%	21%
Writing:	41%	44%	15%	22%
Spelling:	30%	50%	20%	22%
Grammar and Punctuation:	26%	52%	22%	23%



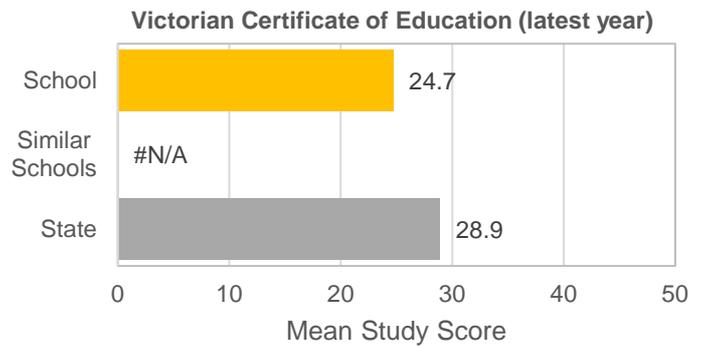
## ACHIEVEMENT (continued)

### 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	24.7	24.8
Similar Schools average:	27.6	NDA
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:

94%

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

25%

VET units of competence satisfactorily completed in 2021\*:

75%

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

93%

\* 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.

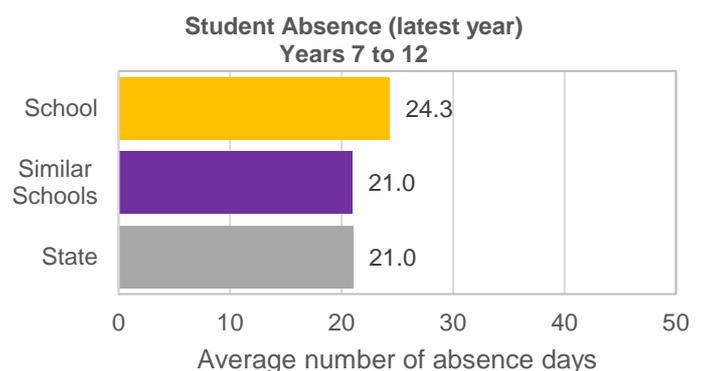
## ENGAGEMENT

**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:	24.3	21.8
Similar Schools average:	21.0	19.5
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

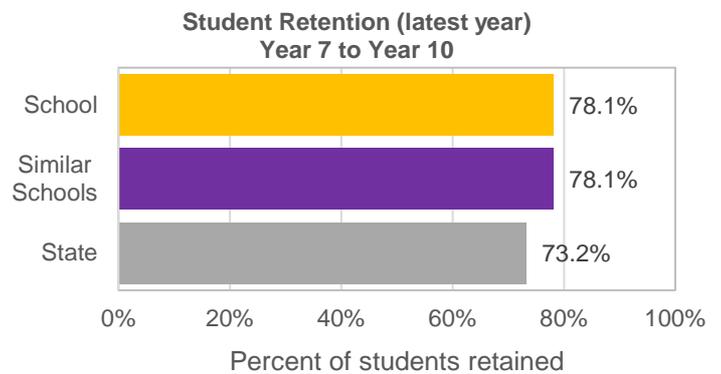
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	85%	84%	87%	90%	91%

**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:	78.1%	78.3%
Similar Schools average:	78.1%	76.3%
State average:	73.2%	72.9%



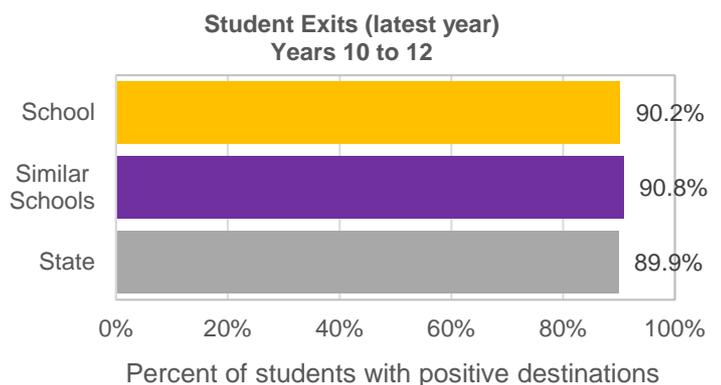
**Students exiting to further studies or full-time employment**

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:	90.2%	88.5%
Similar Schools average:	90.8%	89.8%
State average:	89.9%	89.2%



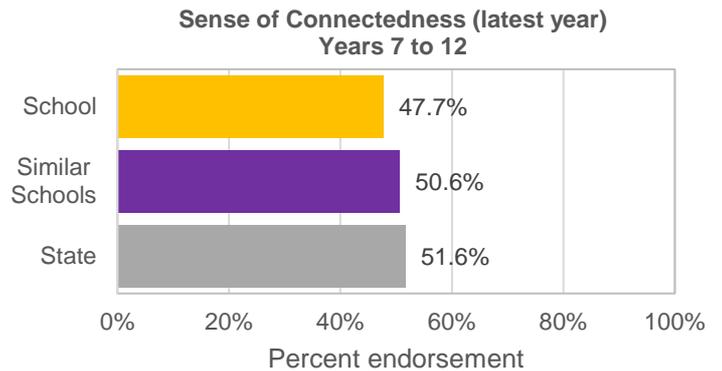
**WELLBEING**

**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:	47.7%	49.8%
Similar Schools average:	50.6%	53.6%
State average:	51.6%	54.5%

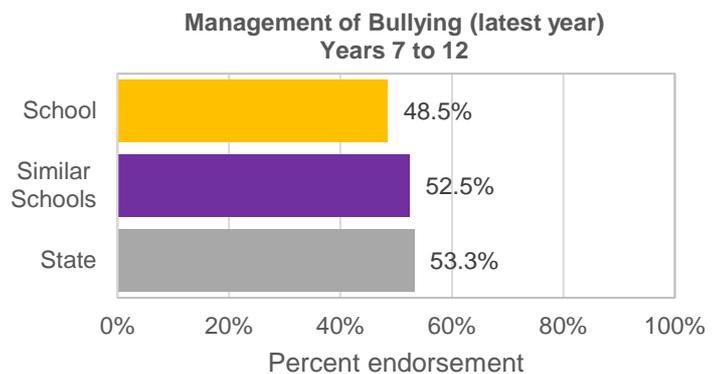


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	48.5%	50.8%
Similar Schools average:	52.5%	56.5%
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	\$14,570,978
Government Provided DET Grants	\$2,086,066
Government Grants Commonwealth	\$7,745
Government Grants State	\$20,859
Revenue Other	\$36,392
Locally Raised Funds	\$609,868
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$17,331,908</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$822,300
Equity (Catch Up)	\$81,189
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$903,489</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$14,451,043
Adjustments	\$0
Books & Publications	\$23,326
Camps/Excursions/Activities	\$142,463
Communication Costs	\$39,313
Consumables	\$416,148
Miscellaneous Expense <sup>3</sup>	\$58,967
Professional Development	\$59,827
Equipment/Maintenance/Hire	\$183,658
Property Services	\$584,638
Salaries & Allowances <sup>4</sup>	\$463,405
Support Services	\$306,741
Trading & Fundraising	\$21,111
Motor Vehicle Expenses	\$3,697
Travel & Subsistence	\$26
Utilities	\$169,729
<b>Total Operating Expenditure</b>	<b>\$16,924,091</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$407,817</b>
<b>Asset Acquisitions</b>	<b>\$0</b>

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

## FINANCIAL POSITION AS AT 31 DECEMBER 2021

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$4,852,311
Official Account	\$56,971
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$4,909,282</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$321,250
Other Recurrent Expenditure	\$17,625
Provision Accounts	\$13,000
Funds Received in Advance	\$267,637
School Based Programs	\$351,032
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$23,723
Repayable to the Department	\$240,256
Asset/Equipment Replacement < 12 months	\$574,709
Capital - Buildings/Grounds < 12 months	\$482,092
Maintenance - Buildings/Grounds < 12 months	\$411,616
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$959,557
<b>Total Financial Commitments</b>	<b>\$3,662,497</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.*