

2021 Annual Report to The School Community



School Name: Virtual School Victoria (6261)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (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 01:59 PM by Fiona Webster (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 26 May 2022 at 11:21 AM by Patricia Brophy (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 P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 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

Virtual School Victoria (VSV), located in Thornbury, aims to provide contemporary, evidence-based virtual learning opportunities for a diverse student community, with a strong focus on enabling every student to achieve their own personal learning goals.

VSV is Victoria's leading virtual school. In 2021, 264 semester-based units of study were offered to students from Foundation level through to Year 12. It was the third year of the DET's \$22.6 million Expansion of the VCE into Rural and Regional Victoria initiative and the project plan was developed in consultation with the Expansion of the VCE in to Rural and Regional Victoria Initiative Control Group, Secondary Reform, Transition and priority Cohorts Division, DET. The extension of the reaccreditation cycle for VCAA VCE Studies for 2021 delivery meant that the majority of new studies developed in 2020 were unable to be delivered in 2021 and were put on hold for delivery in 2022. However, it was still possible to add four new VCE units to the curriculum provision for the year.

The student population consisted of 5412 (gross figure) students who were enrolled in at least one subject. Of that number, 2970 were school based students who enrolled in VCE subjects unavailable in their home schools. A further 127 school-based International Students were permitted to enrol in 2021 and to engage in their studies off-shore due to the pandemic order restricting entry to Australia at the time. The full-time equivalent (FTE) number of students was 1906.

The student population also consisted of 2315 non-school based students who were enrolled under one of following enrolment categories but were often eligible under more than one category:

1. students with chronic physical and mental health conditions (1227 Medical-Social Emotional, 110 Medical:Physical)
2. students involved in elite level sports and performing arts (76) and the DOTs program (5)
3. students who are travelling within Victoria, around Australia or overseas (252)
4. young adults wishing to complete their education (348)
5. rural and regional students who, due to distance, cannot attend a local school (16)
6. previous home-schoolers (82).

Over the course of the year 642 students withdrew from Virtual School Victoria for a variety of reasons including returning to mainstream schooling, changed personal circumstances, not being suited to virtual schooling or a change of mind in regard to chosen subject.

In 2021 the school was structured as two 'schools', a Senior School for students in Years 10 to 12 and a Foundation to Year 9 School.

The VSV staffing profile consisted of 276.8 (FTE) staff in 2021. In July a new Executive Principal was appointed to lead the school for the next five years. The Executive Leadership Team consisted of the Executive Principal, four Assistant Principals and the Business Manager. A Combined Leadership Team of fifteen Leading Teachers and seven Learning Specialists led the curriculum, student engagement and wellbeing programs at the school. The staff also included 224.7 teachers (one of whom identifies as Aboriginal), 5.2 Tutor Learning Initiative tutors, 38.6 Education Support Staff and 3 Victorian Public Service staff who were responsible for the delivery and administration of programs. Additionally, 5.3 IT contract staff were employed to support the development, delivery and administration of the school program.

As a major component of DET's student excellence initiative the Victorian High-ability program (VHAP) completed its first full year after a staggered start in 2020. This program is led by an Assistant Principal on secondment from MacRobertson Girls' Select Entry High School. In addition to the Assistant Principal, 11 teachers, an administrative assistant and a technical support officer were employed. The program consisted of two Mathematics programs and two English programs for students in Years 5-8 enrolled in Victorian Government schools and supervised by school-based High-ability Practice Leaders. Over 20,000 students participated in the fully virtual program which continued throughout the lockdowns under the supervision of parents/carers where possible.

Throughout the lockdown periods the majority of staff worked from home with a skeleton staff onsite to maintain and secure the physical premises and ensure technical operations could continue. A hybrid model of onsite and remote work continued when lockdowns were no longer imposed due to a lack of sufficient space to meet physical distancing requirements. Due to the increase in staff numbers the school facility is no longer large enough to safely accommodate the entire staff onsite at the same time.

The VSV school values were developed by the school community and are as follows:

Respect: Treating the feelings, opinions, wishes and rights of others with, as much consideration as we would have them treat our own.

Empathy: The ability to understand and share the experiences and feelings of another.

Collaboration: The act or working together with someone to produce or achieve something.

Growth: The ongoing process of development and improvement.

Virtual School Victoria's purpose is to successfully provide flexible access to innovative, quality virtual education in a safe and welcoming environment to a diverse cohort of children and young people who cannot access the specific subjects and/or an education program in their local school setting for a period of time.

The virtual educational environment developed and delivered by Virtual School Victoria provided eligible Victorian children and young people with the opportunity to engage and re-engage with education and experience success on their own terms. Thousands of children and young people accessed the education they needed, at any time and in any place with an internet connection.

Framework for Improving Student Outcomes (FISO)

Building Practice Excellence continued to be the priority FISO dimension for the school in 2021.

As a virtual School, VSV was well placed to provide continuity of learning for students throughout the lockdown periods due to the COVID-19 pandemic. The school was able to maintain the routines of the regular learning program whilst the home environment was often considerably altered by the stay-at-home orders. Disruptions to learning were experienced by students who had to share study spaces and devices with siblings and parents who were also working or studying from home. There were also heightened levels of anxiety for some students, others contracted COVID themselves. Additional supports were put in place for students through virtual events, assemblies, activities, and synchronous online classes. Information about internal and external wellbeing supports for students, parents/carers and staff was provided regularly and often.

A significant percentage of the VSV cohort is based in regional and rural locations and schools. This presented challenges with the VCE assessment schedule when different lockdown rules applied in metropolitan, regional and rural Victoria. This was managed through a range of strategies including the streaming of assessments with practical components and applying the consideration of disadvantage process available to students in 2021.

Three Annual Implementation Plan priority goals were set by the Department of Education and Training for 2021 and adopted by VSV accordingly. These were: Learning catch-up and extension; happy, active and healthy kids; and connected schools.

In this context Virtual School Victoria implemented the following Key Improvement Strategies.

Learning extension and catch-up

The development of *Personalised Learning and Support Plans (PLSPs) for students who were identified as achieving learning growth two or more years below their indicative level.

Literacy and numeracy support was provided for students on PLSPs through the implementation of the Tutor Learning Initiative.

The Victorian High-Ability Program was delivered to identified students in Years 5-8 across Victoria.

An extension and enrichment policy for students achieving learning growth two or more years above their indicative level was developed.

*Individual Education Plans

Happy, healthy, active kids

A Social Emotional Learning Program for students in Years 7-10 was developed in collaboration with Professor Helen Cahill from Melbourne University. The program was trialled with students in Years 8 and 9.

Opportunities for student voice and agency were strengthened through supervised virtual hang-outs and the creation of a Student Representative Council.

A partnership with Virtual Y (YMCA) was initiated in order to increase opportunities for students to participate in fitness, nutrition and wellbeing programs.

Connected schools.

Connections with schools who have students enrolled at VSV was strengthened through the implementation of the Senior School Liaison Coordinator role.

Connections with parents and community members were enhanced through the VSV Parents initiative led by the Leading Teacher: Family and Community Partnerships.

Achievement

At Virtual School Victoria the expectation is that all students enrolled in Years F-10 achieve at least the minimum expected progress commensurate with their period of enrolment at the VSV. This is measured through establishment of achievement levels on enrolment and at the completion of the learning program. The 2019 School Review concluded this can be a challenging target to achieve due to the continually changing cohort of students and the impact of their reason for enrolment.

The minimum period of enrolment with VSV is 6 months and students are required to enrol annually. This means that most students do not move through the school from year to year as a cohort. NAPLAN cohort data is not a measure of growth in the same group of students.

In order to support the individual needs of non-school based students, learning programs are personalized through Personal Learning Plans and Personal Learning and Support Plans for cohorts mandated for Individual Education Plans. This approach is designed to enable every student to achieve their learning goals. Learning Advisors work with students and families to determine individual achievement against the Victorian Curriculum developmental continuum. Personalisation is then achieved through the provision of learning materials and experiences which are targeted to the student's stage of development. Programs can be modified to accommodate individual needs and customised so that students can pursue areas of interest. All learning programs and resources are online and students participate in a range of high level synchronous and asynchronous online learning activities.

The VCE outcomes listed on the following pages outline the achievements of students who are studying solely with Virtual School Victoria. In 2021, 3812 students enrolled in VCE subjects. The majority of VCE students (2717) are based in their home school and complete one or two subjects at VSV. The results of these students are included in the Annual Report of their home school. The VCE data associated with this report represents the results of the non-school based students (1095) in the VCE cohort enrolled at VSV in 2021. The VCE data is not a full representation of the outcomes achieved by the full VCE student cohort enrolled with Virtual School Victoria.

Engagement

Students are required to enrol annually at VSV and work in the online environment rather than physically attending 'school'. In this context retention and attendance data is not collected. In 2021, VSV had no access to CASES21 Student Administration therefore exit destinations cannot be reported on in the Annual Reporting process.

Annual enrolment means that data on student retention is not recorded in the same way as regular schools. Multiple diversities are evident in the student cohort and some students who enrol in Year 7, for example, are not able to return to a regular school due to an ongoing condition and remain with VSV for extended periods of time.

In 2021 the school continued to operate with a unique definition of attendance based primarily on work submission. Actively engaged students regularly submitted work and actively participated in synchronous online classes. Learning Advisors and subject teachers regularly used Learning Management System data to monitor student participation and followed up with students and parents/supervisors when students were not logging in and engaging with learning activities regularly.

The expansion of a range of virtual events, classes, seminars and excursions across all year levels meant that students had many opportunities to connect and collaborate with peers and teachers throughout the lockdowns in metropolitan, regional and rural Victoria.

Wellbeing

There was an increase in the number of students enrolled under the Medical:Social Emotional category and this continued the upward trend evident in recent years. In 2021, 1227 students enrolled in this category including 397 children and young people with a diagnosis of Autism Spectrum Disorder. VSV students did not receive funding to support these students through the Program for Students with Disabilities. SRP Resources were used to provide support to students through the employment of a Wellbeing and Inclusion Team. The team was led by a social worker and consisted of youth and adolescent mental health workers.

The diverse student cohort provides a range of challenges and requires flexibility. In 2021 the school continued to enhance the Learning Advisor role for non-school based students with a teacher allocated to 12 students to support them to with engagement and success in their studies. Around 70% of current teaching staff have undertaken the Austin Hospital Youth Mental Health First Aid accredited program.

In 2021 the focus on parent and community engagement was increased through further development of an online portal which provides access to parenting resources and information about learning programs and student progress. An online support group where parents can connect with each other in a facilitated environment was also expanded.

Finance performance and position

The Student Resource Package in 2021 reflected the 2250.3 FTE enrolment across Foundation – Year 12 at 04/04/2021. VSV has been instructed by DET not to charge state government schools and students enrolment fees with the aim of increasing accessibility to curriculum provision for all Victorian students. Instead, the school is provided with ‘accessibility funding’ and in 2021 this amounted to \$692,320.

Virtual School Victoria receives no DET funding for ICT hardware and software, the core of school operations. The recurrent operating costs (1.1 million in 2021) for ICT hardware, software, licensing and technical support and consultancy is through invested Locally Raised Funds.

In 2021 4.02 million dollars was allocated to Virtual School Victoria to fund the continued implementation of the five deliverables under the Expanding the VCE into Rural and Regional Victoria initiative. Decisions external to the school and beyond our control, such as changes to VCE Studies re-accreditation cycles because of the global pandemic, have resulted in a surplus of \$9,468,851. This is due to funding being carried over into the 2022 financial year and is allocated to catching up on the program development and delivery in 2022 that wasn’t possible in 2021.

For more detailed information regarding our school please visit our website at [For more detailed information regarding our school please visit our website at https://www.vsv.vic.edu.au/](https://www.vsv.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 1906 students were enrolled at this school in 2021, 1169 female and 737 male.

0 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).

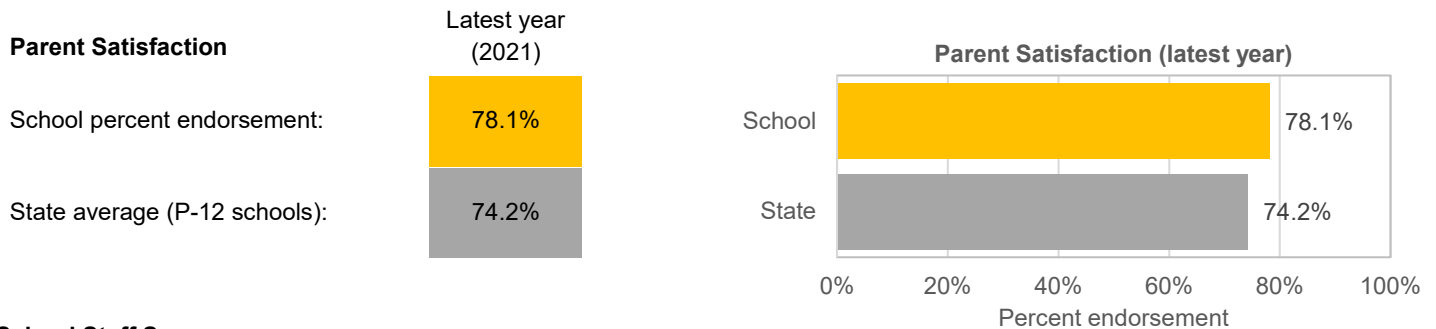
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

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.

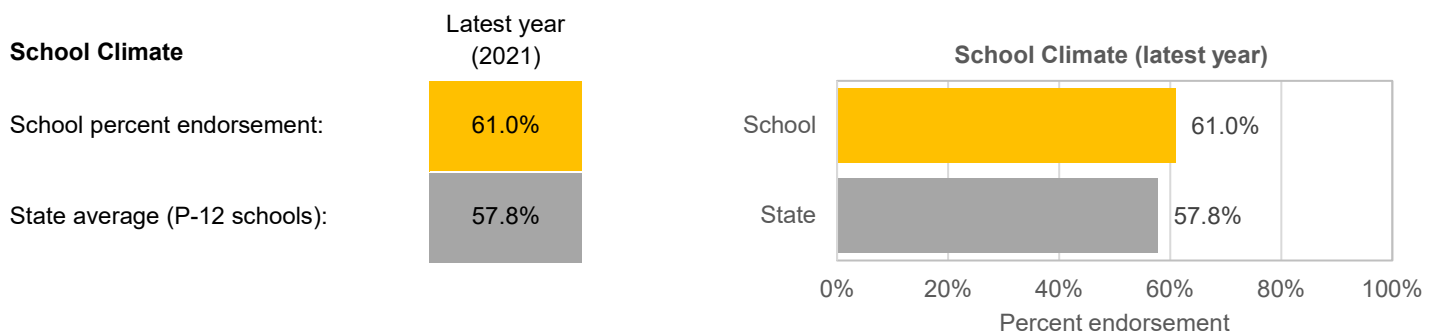


School Staff Survey

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

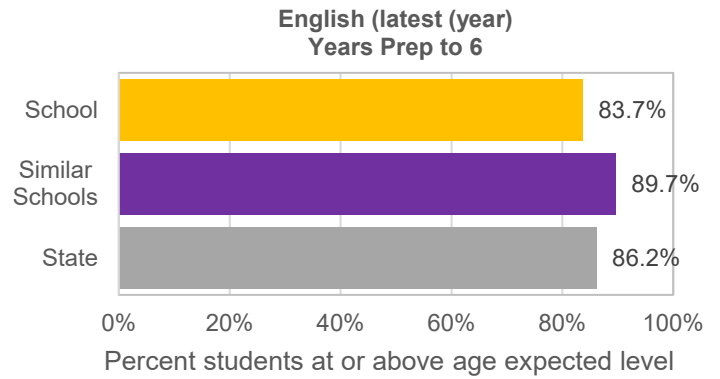
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

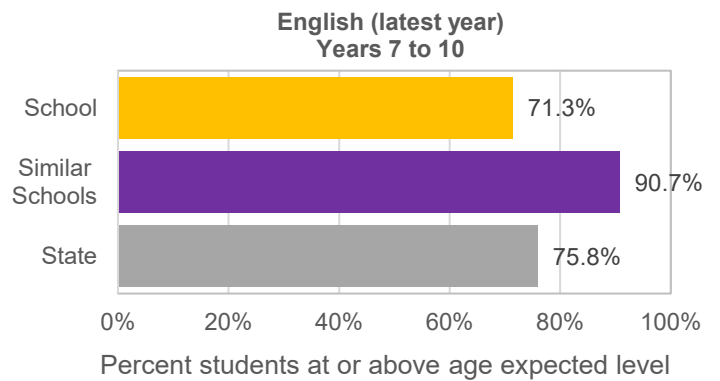
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	83.7%
Similar Schools average:	89.7%
State average:	86.2%



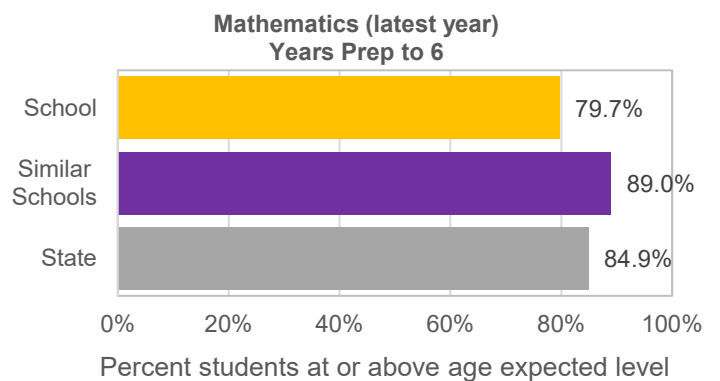
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	71.3%
Similar Schools average:	90.7%
State average:	75.8%



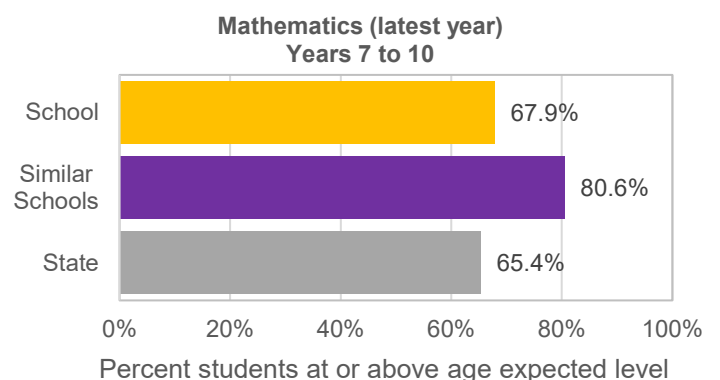
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	79.7%
Similar Schools average:	89.0%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	67.9%
Similar Schools average:	80.6%
State average:	65.4%



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.

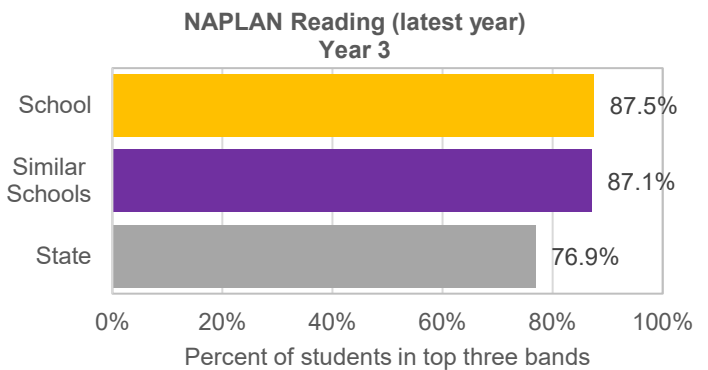
NAPLAN

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.

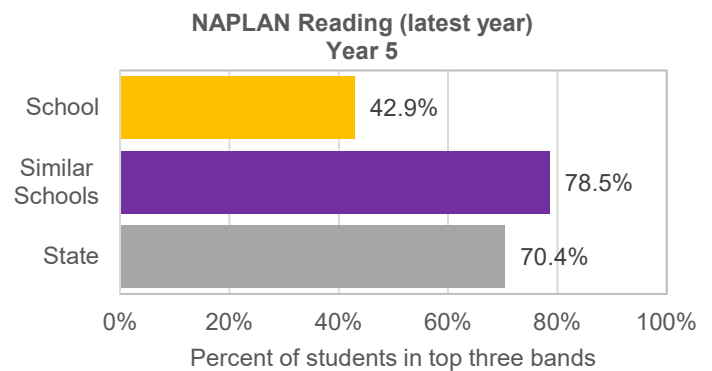
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.5%	84.6%
Similar Schools average:	87.1%	84.8%
State average:	76.9%	76.5%



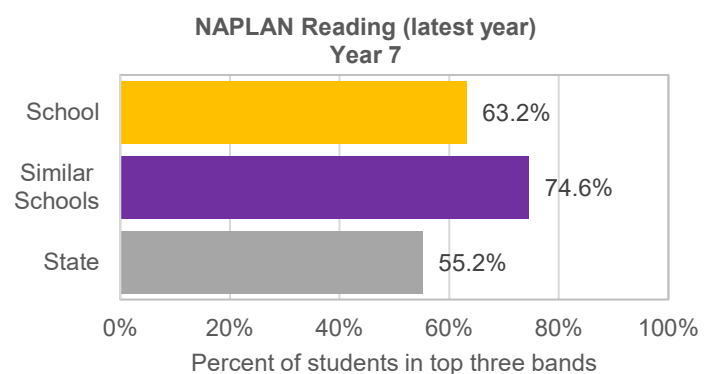
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	79.2%
Similar Schools average:	78.5%	75.7%
State average:	70.4%	67.7%



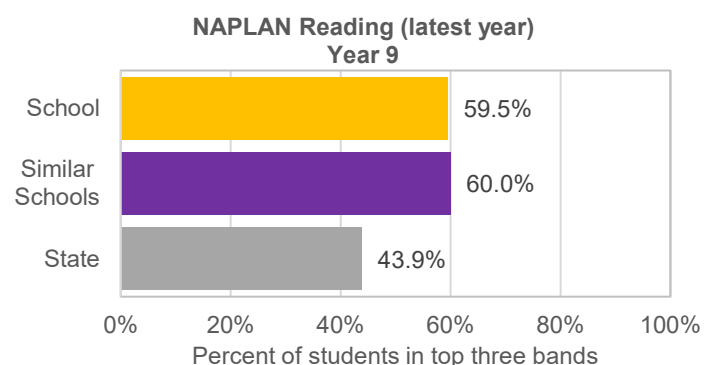
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.2%	75.6%
Similar Schools average:	74.6%	73.7%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.5%	63.5%
Similar Schools average:	60.0%	62.8%
State average:	43.9%	45.9%



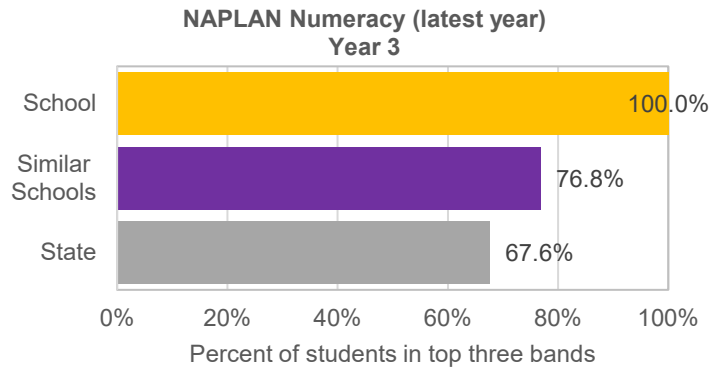
ACHIEVEMENT (continued)

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 (continued)

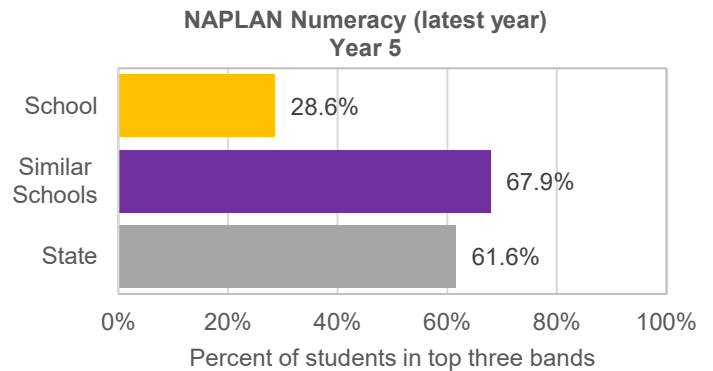
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	100.0%	85.7%
Similar Schools average:	76.8%	77.3%
State average:	67.6%	69.1%



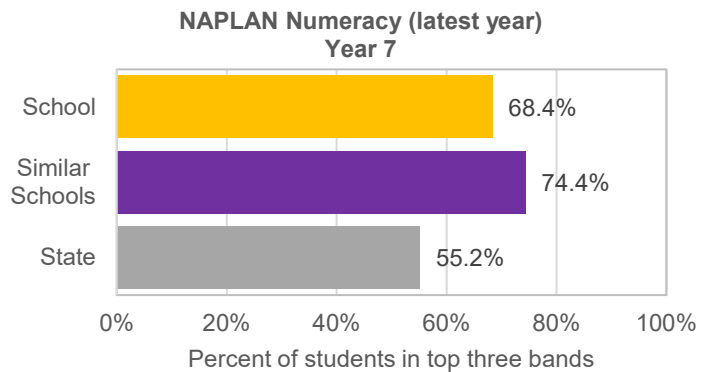
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	28.6%	66.7%
Similar Schools average:	67.9%	66.9%
State average:	61.6%	60.0%



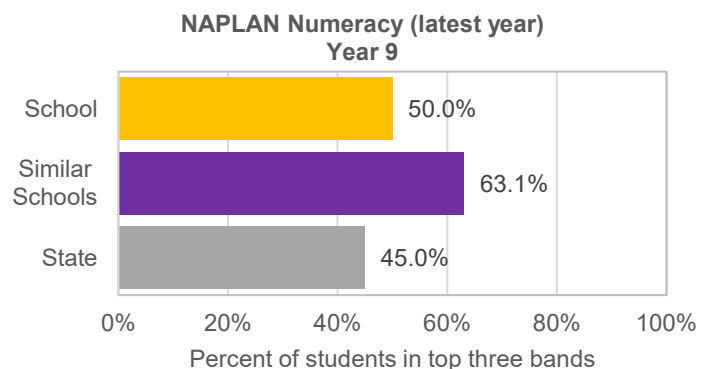
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.4%	78.3%
Similar Schools average:	74.4%	74.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	55.1%
Similar Schools average:	63.1%	65.2%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

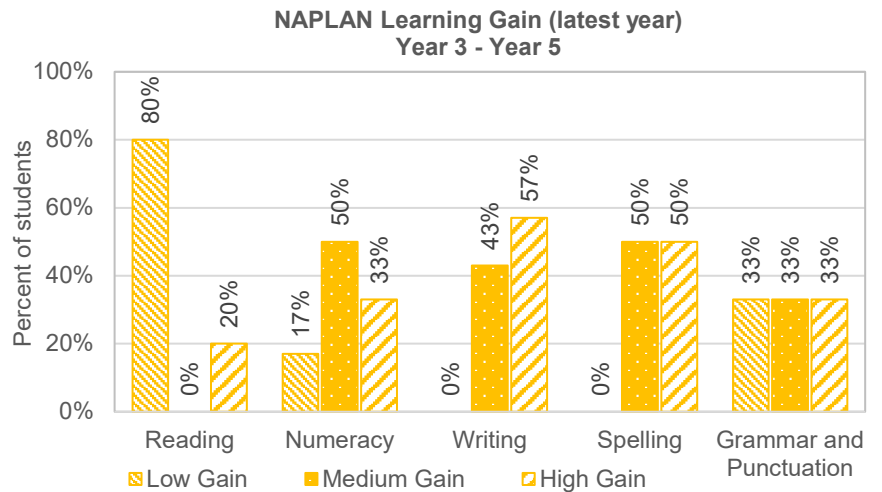
NAPLAN Learning Gain

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 3 (2019) to Year 5 (2021)

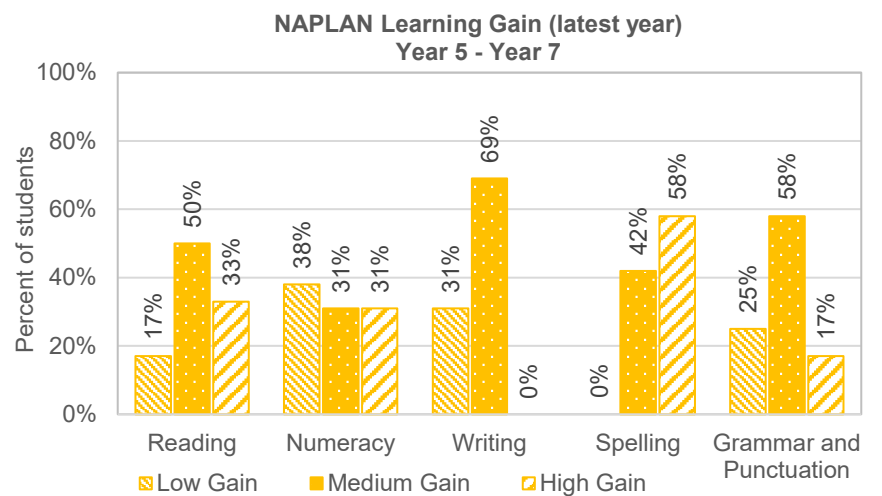
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	80%	0%	20%	28%
Numeracy:	17%	50%	33%	20%
Writing:	0%	43%	57%	25%
Spelling:	0%	50%	50%	25%
Grammar and Punctuation:	33%	33%	33%	26%



Learning Gain

Year 5 (2019) to Year 7 (2021)

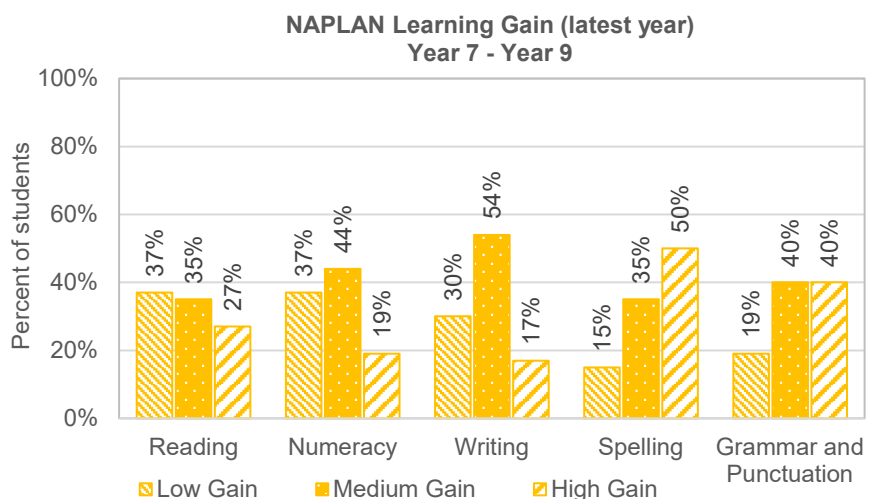
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	50%	33%	27%
Numeracy:	38%	31%	31%	26%
Writing:	31%	69%	0%	27%
Spelling:	0%	42%	58%	26%
Grammar and Punctuation:	25%	58%	17%	26%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	37%	35%	27%	27%
Numeracy:	37%	44%	19%	28%
Writing:	30%	54%	17%	27%
Spelling:	15%	35%	50%	30%
Grammar and Punctuation:	19%	40%	40%	26%



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.

Victorian Certificate of Education (VCE)

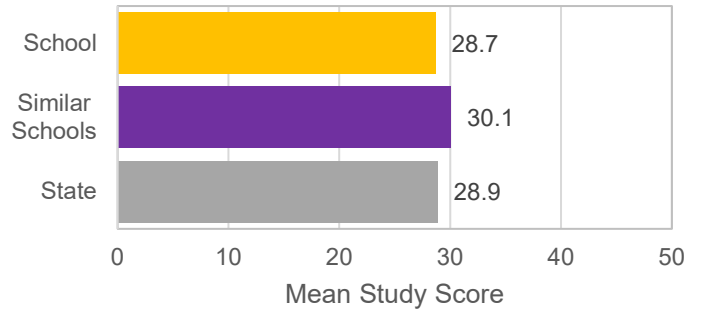
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	28.7	28.6
Similar Schools average:	30.1	30.3
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2021 who satisfactorily completed their VCE:

84%

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

2%

VET units of competence satisfactorily completed in 2021*:

64%

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

NDA

* 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

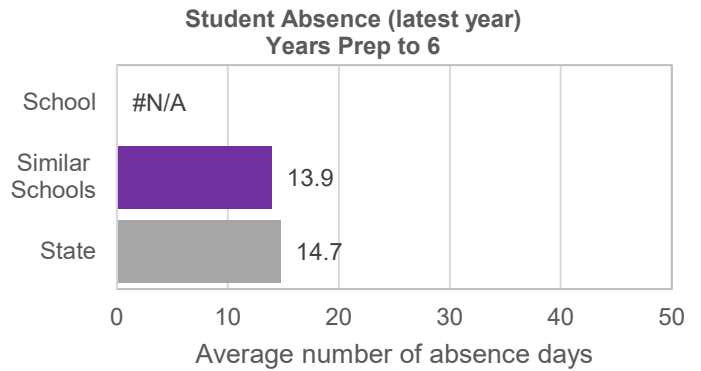
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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 COVID-19.

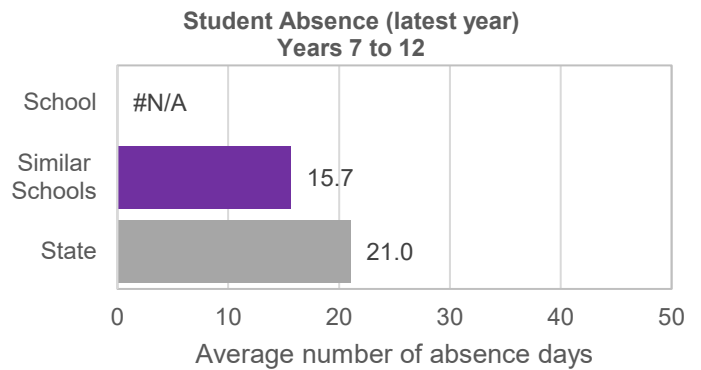
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	NDA	NDA
Similar Schools average:	13.9	14.2
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	NDA	NDA
Similar Schools average:	15.7	15.4
State average:	21.0	19.6



Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	NDA	NDA	NDA	NDA	NDA	NDA	NDA

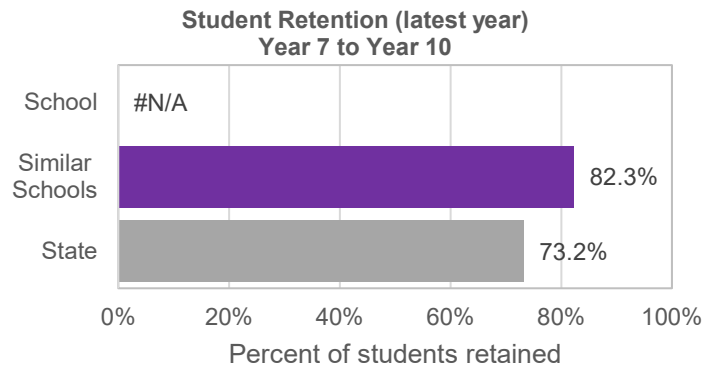
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	NDA	NDA	NDA	NDA	NDA	NDA

ENGAGEMENT (continued)

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:	NDA	NDA
Similar Schools average:	82.3%	81.1%
State average:	73.2%	72.9%

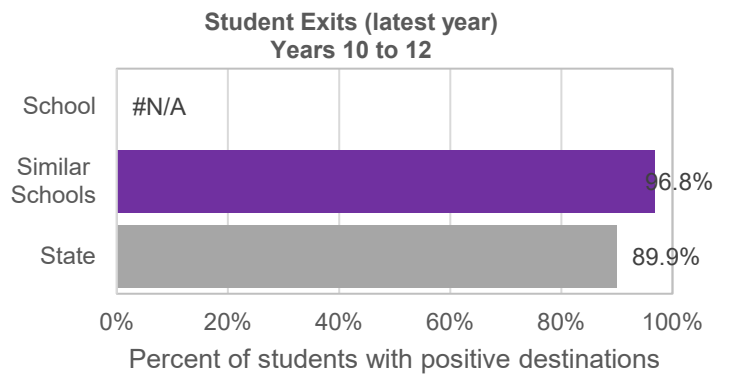


Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	NDA	NDA
Similar Schools average:	96.8%	96.2%
State average:	89.9%	89.2%



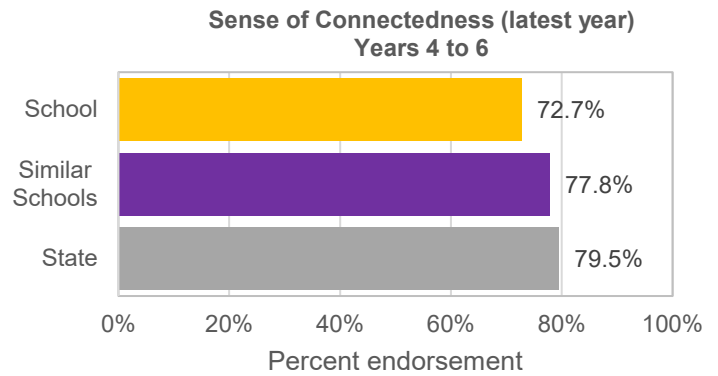
WELLBEING

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

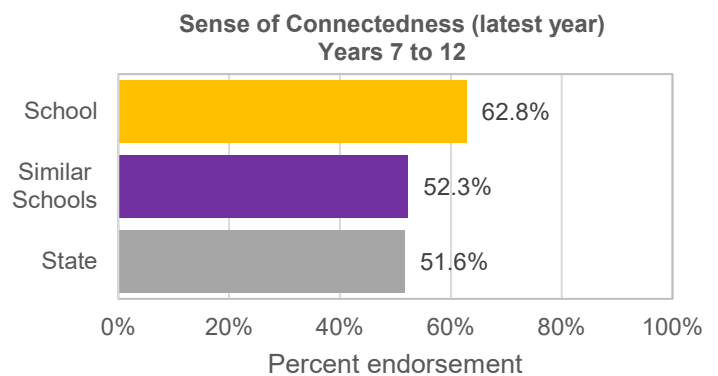
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	72.7%	68.5%
Similar Schools average:	77.8%	77.3%
State average:	79.5%	80.4%



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.

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	62.8%	61.7%
Similar Schools average:	52.3%	56.0%
State average:	51.6%	54.5%



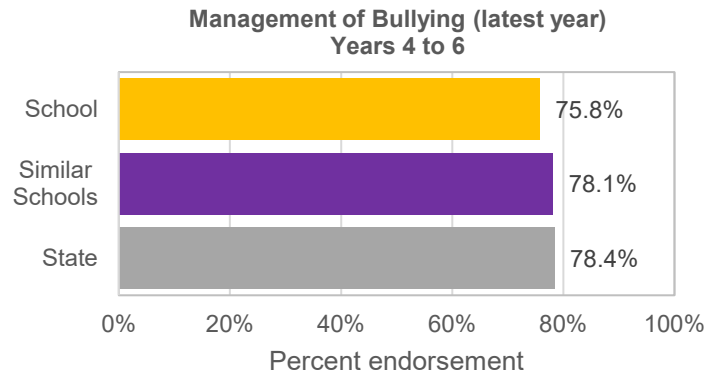
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

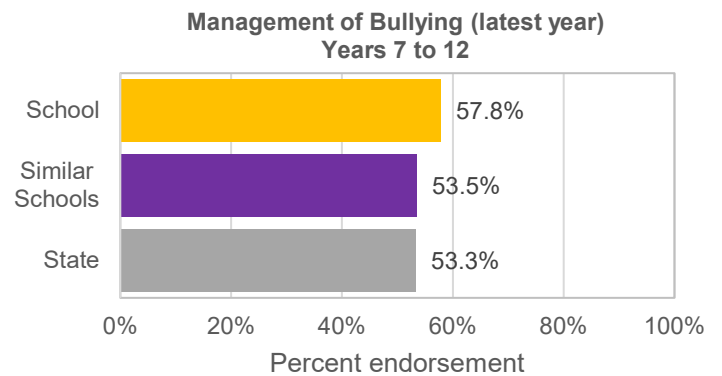
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	75.8%	73.3%
Similar Schools average:	78.1%	78.4%
State average:	78.4%	79.7%



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.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	57.8%	55.8%
Similar Schools average:	53.5%	57.9%
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	\$38,167,221
Government Provided DET Grants	\$1,557,932
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$116,373
Locally Raised Funds	\$962,749
Capital Grants	\$0
Total Operating Revenue	\$40,804,275

Equity ¹	Actual
Equity (Social Disadvantage)	\$5,000
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$5,000

Expenditure	Actual
Student Resource Package ²	\$28,834,074
Adjustments	\$0
Books & Publications	\$9,565
Camps/Excursions/Activities	\$20,636
Communication Costs	\$218,179
Consumables	\$432,139
Miscellaneous Expense ³	\$59,746
Professional Development	\$45,701
Equipment/Maintenance/Hire	\$185,878
Property Services	\$112,932
Salaries & Allowances ⁴	\$264,423
Support Services	\$973,497
Trading & Fundraising	\$432
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$396
Utilities	\$177,824
Total Operating Expenditure	\$31,335,424
Net Operating Surplus/-Deficit	\$9,468,851
Asset Acquisitions	\$395,927

- (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 24 Feb 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

Funds available	Actual
High Yield Investment Account	\$1,538,607
Official Account	\$32,484
Other Accounts	\$55,323
Total Funds Available	\$1,626,415

Financial Commitments	Actual
Operating Reserve	\$398,863
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$496,000
Beneficiary/Memorial Accounts	\$55,323
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$225,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,275,187

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.