

2021 Annual Report to The School Community



School Name: Auburn High School (7526)



- 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 19 April 2022 at 05:11 PM by Maria Karvouni (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 19 April 2022 at 08:20 PM by Sue HARALAMBOPOULOS (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

Auburn High School opened in January 2014 in Hawthorn East, Melbourne. Since then it has increased in student enrolments. It now has an SFOE of 0.19 and a student population of around 680. There are 65 staff including the Principal, 2 Assistant Principals, 5 leading teachers, 45 teaching staff and 14 Education Support staff.

Auburn High School is the only Victorian government secondary school to offer a French ministry aefe accredited Binational French program in Years 7-9. As a school specialist in French language it also offers a French Partial Immersion program. Other specialisations include a Select Entry Accelerated Learning (SEAL) program and a Science Technology Engineering and Mathematics (STEM) focus. The curriculum specialisations the school offers have been very successful, as is the International Student Program operating in Years 10 –12. In addition, the school is now working towards the introduction of the IB Diploma Program and the VCE VM in 2023.

Auburn High School is a high performing government school of choice in the community. The school focuses on creating a stimulating environment where students are given increased opportunities to be challenged and engage in self-directed inquiry in their learning. There is extensive professional learning for all teachers focused on improving instructional practice, building leadership capacity, and in providing challenging and engaging programs to students. Auburn High School is system leader with continual work being done on student voice and agency in classroom teaching, the emphasis on using data to inform teacher practice and putting in place models and structures that increase consistency of practice in all classrooms.

2021 was the second year of the school's current 2020-23 School Strategic Plan cycle. 2021 was another challenging year as the COVID pandemic disrupted schooling and learning was remote for a long period of time. Despite this, Auburn High School successfully continued the focus on building teacher instructional practice, using evidence-based research strategies and extensive use of data to inform teaching and learning practice. Our goal is to continue to challenge and improve the learning growth of every student. The VCE mean study score has steadily increased over the past seven years, and in 2021 we again exceeded the state median. The progress of students in the Program for Students with Disability (PSD) continued to be monitored through regular support group meetings, the development and review of Individual Education Plans (IEPs) and use of teacher feedback in both the remote and onsite learning environments.

Our engagement and wellbeing goals are "To create empowered learners who act as autonomous agents for their own learning" and "To develop students who feel socially and emotionally connected (and flourish) in their school community. We have introduced the Auburn Learner Qualities and Year Level statements to encourage the development of specific skills and attributes in our students and increase connectedness. We have reduced absences by implementing several non-attendance measures including: parent SMS alerts; parent initiated Compass absence/lateness approvals; Tutor group teachers following up after three days of absence and six weekly attendance reviews conducted by Year Level Leaders and Assistant Principals.

Auburn High School runs an extensive extracurricular program involving lunchtime clubs and after school sports and activities. Student leadership and voice are highly valued at Auburn High School and are led by a leading teacher. The school's DARE (Diversity, Aspiration, Respect and Excellence) values are embedded in the life of the school and play an important part in developing a culture at the school that is positive, inclusive and esteems learning growth and achievement.

Framework for Improving Student Outcomes (FISO)

The school's FISO initiatives in 2021 under Excellence in Teaching and learning were focused on "Building Practice Excellence" and "Curriculum Planning and Assessment". The 3 Key Improvement Strategies were:

- Build staff capacity to implement a school wide approach to student writing at all year levels and in all learning

areas

- Develop and embed a consistent approach, through Professional Learning Communities, to the use of assessment to inform and differentiate teaching practice and student learning
 - Develop and consistently embed a whole school approach to desired student learning characteristics
- dispositions

The school's FISO initiatives in 2021 under Professional Leadership were focused on "Instructional and Shared Leadership". The Key Improvement Strategy was:

- Sustain leadership that guides, supports, directs the improvement of teaching practice and student learning

The school's FISO initiatives in 2021 under Positive Climate for Learning were focused on "Empowering Students and Building School Pride". The 3 Key Improvement Strategies were:

- Develop tools that enable students to track and measure their learning growth.
- Consistently embed the whole school approach to student safety, resilience, health and wellbeing
- Developing a statement for each year level community that outlines their purpose and identity within our school.

All of these initiatives focused on building teacher capacity by using evidence-based research strategies and using data extensively to inform our practice. In addition, we worked closely with our Learning Area Leaders by building their leadership and instructional capacity as best as we could during this COVID-challenging year. The instructional model, which is embedded in our practice, ensured that remote learning was structured for our students, providing a familiar and positive experience. We adjusted our assessment practices during remote learning where all teachers were checking in on students weekly in relation to their academic progress and also conducting wellbeing checks. Student and parent feedback during the extensive remote learning periods was very positive. Our student leaders also facilitated wellbeing sessions for students to keep our communities connected. Despite being the second year in a pandemic, our school achieved the highest VCE scores to date, with both the median and % over 40 being above State. Our Common Assessment Task (CAT) Data Team continued to conduct quality assurance on Common Assessment Tasks and we trialled common formative assessment monitoring through Compass. We are refining this work through "Snapshot Tasks" across the school in 2022. We began some work on Professional Learning Communities (PLCs), but needed to postpone this due to remote learning. Much of the work we are focusing on in 2022 will further develop effective PLCs with our teaching teams, using data to inform practice and further support student wellbeing and engagement.

Achievement

Auburn High School has sustained its high student achievement levels compared to previous years despite the extended Victorian Lockdown in 2021.

The School Comparison data shows that these results are 'Above' other schools with similar student backgrounds and characteristics in Mathematics and 'Above' in English achievement.

NAPLAN was conducted in 2021. Across all five domains of reading, writing, spelling, grammar and punctuation and numeracy Year 9 data was above State and National means. Over the last five years there has been an sustained upwards trajectory in the data contained in four out of the five Literacy domains in Year 9 data. Numeracy data, while high compared to State and National norms, has plateaued in line with trends experienced across State and National testing Schools. All five domains showed high student growth reflecting the significant impact our teachers had through targeted interventions. The high growth data in all five of these domains is above that of similar schools, schools in our network and schools in the state.

In pursuit of outstanding VCE outcomes, our school community came together to provide students with a supportive learning environment in the midst of the challenges presented by remote learning. Our staff continued to support each other and collaborated effectively. This involved a increased focus on weekly and fortnightly formative assessments and feedback to follow up on student learning. Summative assessment tasks were modified to allow students the best chance at achieving their potential. Teachers conducted a combination of 1:1 and group based feedback lessons each

fortnight through remote learning platforms and onsite, to provide students access to teacher feedback. Students in Year 10 and 11 had an opportunity to sit a series of internal examinations at the end of the year. They received feedback from their teachers on areas of strength and improvement to assist them in their preparation for the following year. Students had the opportunity to act on this feedback during our Head Start program.

Auburn High School is incredibly proud of the effort of our students and our staff. Their efforts are recognised as the median Study Score of all VCE subjects undertaken by students at this school continued to increase. The median Study Score over the past four years has increased from 27 in 2017 to 31 in 2021, this reflects our school's continued focus on high quality teaching and learning. Almost 11% of VCE Study Scores across the school in 2021 were above 40. In English, our median Study Score was 32, while 21% of students achieved 37+. All graduating students were able to enter the post-secondary course/occupation of their choice.

Engagement

Auburn High School has maintained a strong focus on student engagement throughout 2021, actively supporting students to remain engaged with their learning and with their school communities throughout the transitions into and out of remote learning due to Covid-19. Student attendance has remained strong across all year levels, ranging from 94% at year 9 to 97% at year 11 and 12. AHS student absence days were significantly lower than similar schools and more than 50% lower than the stage average for the same period. This was due in large part to the focused work of our Engagement Team, with Year Level Leaders working closely with the Assistant Principals and Wellbeing Team to ensure appropriate supports were put in place to support improved attendance in a responsive and timely manner. Attendance was recorded for every period throughout remote learning, and any absences followed up with parent/student contact via phone, email or Teams in a highly individualised approach.

Personalised pathway planning continues to be a focus for students moving from the junior school into year 10, with the majority of AHS students undertaking at least one accelerated VCE subject in year 10. Students complete a career action plan each year at years 7-10 and this is further supported with year 9 and 10 students undertaking a series of career sessions to assist them in planning their 3 year senior school pathway. Morrisby testing was introduced in 2020 and continues to form an important part of our pathways program. School retention data continues to strengthen, with the percentage of students remaining at the school from year 7 to 10 now almost on par with the state average. 96.9% of students exited the senior school to further studies or full-time employment, well above the state average and on par with similar schools.

Student Attitudes to School Survey data was positive, demonstrating strong continuity of student engagement throughout remote and onsite learning periods. Effective teaching practice for cognitive engagement increased in all factors from 2019 data, significantly higher than similar and network schools. This was particularly pleasing given the challenges presented by transitioning in and out of remote learning. The student Pivot survey was again conducted at regular intervals throughout the year, a process of empowering student voice and agency further supported by student-led Teach the Teacher seminars and focus groups.

The Auburn Learner Qualities that were co-constructed in 2020 were embedded in 2021, with the first set of ALQ awards presented to students across all year levels. Year Level Leaders and the Engagement Team have further developed the Year Level Statements drawing on this shared language, regularly revisiting these as part of year level assemblies throughout the year.

Wellbeing

In 2021, Auburn High School maintained high attendance in both on-site and online schooling periods, indicating a steady and positive trajectory as a result of close monitoring by the Engagement and Wellbeing Team. This team continues to meet regularly and employ a range of strategies to engage with individual students and families, as well as identifying and addressing Year level trends. In 2021, continued high expectations of academic progress and student conduct throughout remote learning were reinforced. There was diligent roll marking and monitoring of attendance

through weekly attendance/ engagement review meetings with Year Level Leaders and Student Wellbeing Coordinator. The relationship between high levels of school attendance with enhanced learning outcomes is clearly communicated to students and families. Parents are encouraged to access live attendance data for their child via the Compass Parent Portal.

In 2021, Year Level Leaders continued to use a targeted focus on setting expectations with each year level and enhancing their leadership within our School Community. The year level statements provided a narrative for each year level for the school year, supporting students to connect their experiences with success and growth. Through professional learning sessions the Year Level Leaders supported staff to build their capacity in creating positive classroom environments for all students, as well as raising awareness around the use of language within our community.

There was a strong focus on maintaining connectedness to community throughout the remote learning period, using technologies including Microsoft Teams to facilitate extra-curricular activities and maintain regular communication with students. The Wellbeing team maintained a program of remote student counselling throughout the year.

The PIVOT student feedback survey continued to be implemented school-wide in 2021. This supported the school in tracking and analysing year level trends in teaching and learning; as well as subject Learning Area trends in our online learning environment. In Term 3, a specific pulse check survey was designed to support the Junior School Students (Year 7 - 9) to provide targeted feedback that could support them with the remainder of their online learning. This provided feedback to teaching staff about students' experiences online (feeling part of a learning community and connections with their teachers about their learning). A professional learning session was held in Term 3 with a focus on student wellbeing, targeting the 2020 SASS data of teacher concern and advocate for school.

Finance performance and position

Auburn High School completed 2021 in a favourable financial position. The School Council reconciled the 2021 school year with a salary deficit of \$582,217; this was offset against parent payments to the French Binational program for Year 7-9 of \$144,900, French Immersion of \$18,285, SEAL of \$31,980, and Overseas Students disbursement of \$494,976 for our International Students.

The balance of income came from parent contribution to school fees, donations to building and library funds, and bank interest. As with 2020, COVID-19 significantly impacted our income from locally raised funds in 2021 as we had limited gym, oval and facilities hire and canteen rent. The budget for parent payments to Essential Learning items was set at 80%, and we achieved 86%.

The school received Equity funding of \$34,833 and Middle Years Literacy and Numeracy funding of \$138,342 which was used towards staffing, professional development, and student support. The Tutor Learning program was introduced and funding of \$122,297 provided 1:1 tutoring. We received \$4,313 for CSEF distributed to families registered with Centrelink for use for camps and excursions.

The school met all financial compliance and ratified all actions at regular school council meetings.

AHS continued to increase enrolments in 2021 to 568, up from 527 in 2020.

For more detailed information regarding our school please visit our website at
<https://www.auburnhs.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 609 students were enrolled at this school in 2021, 220 female and 389 male.

25 percent of students had English as an additional language and 0 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).

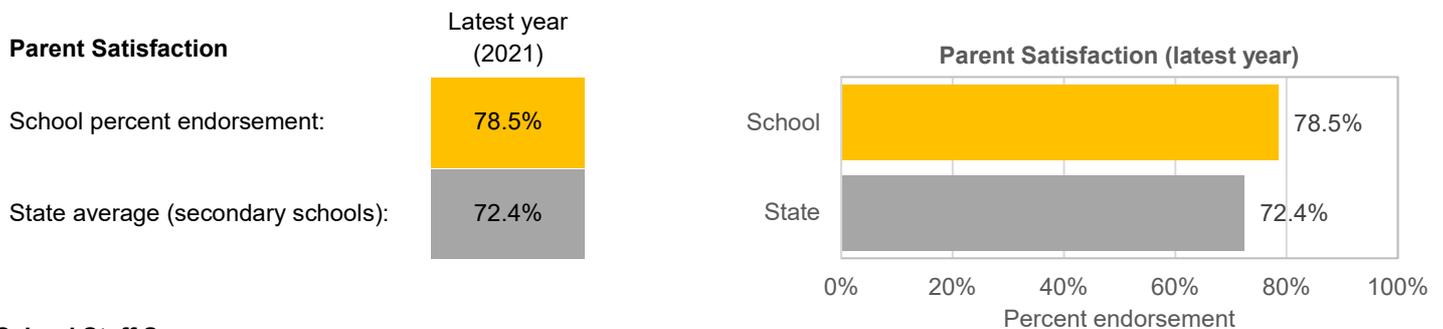
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

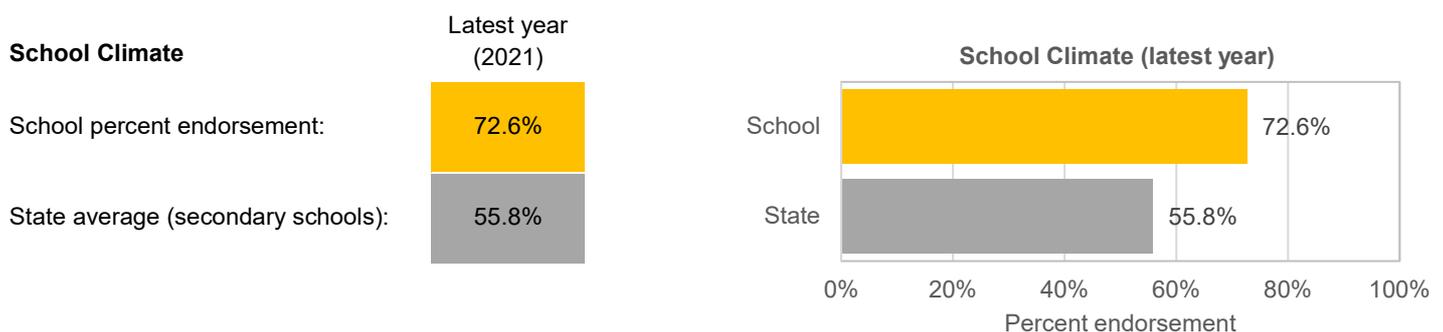


School Staff Survey

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 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

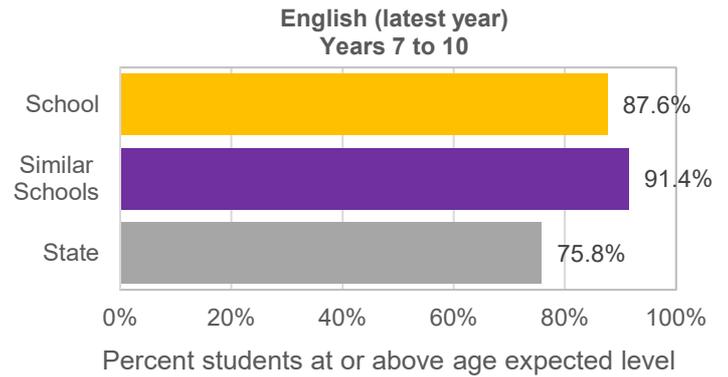
87.6%

Similar Schools average:

91.4%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

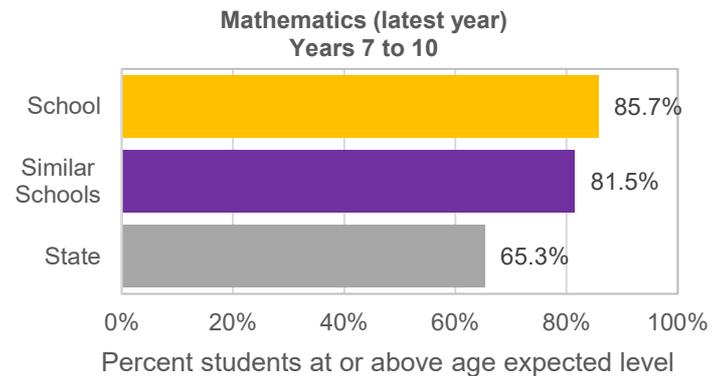
85.7%

Similar Schools average:

81.5%

State average:

65.3%



ACHIEVEMENT (continued)

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

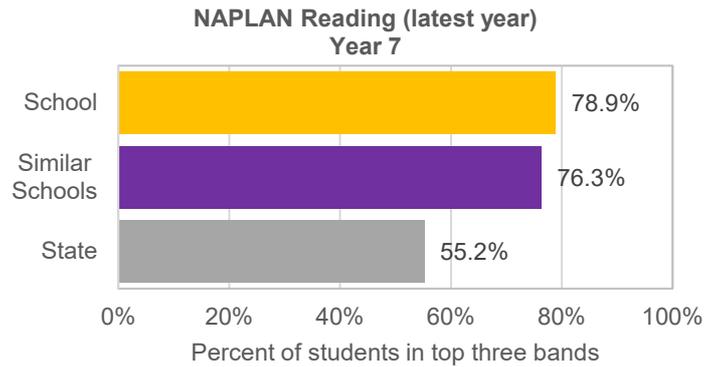
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.

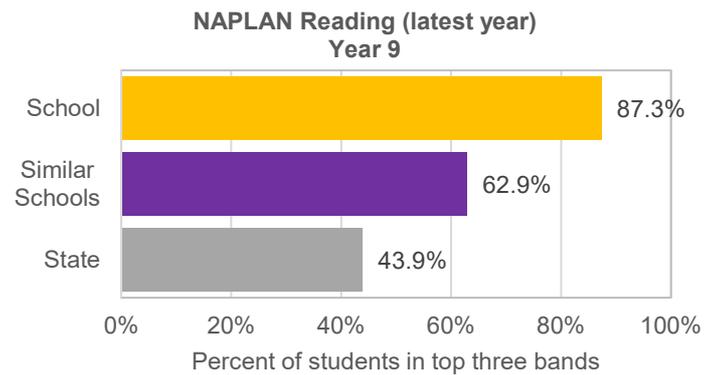
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.9%	79.7%
Similar Schools average:	76.3%	74.9%
State average:	55.2%	54.8%



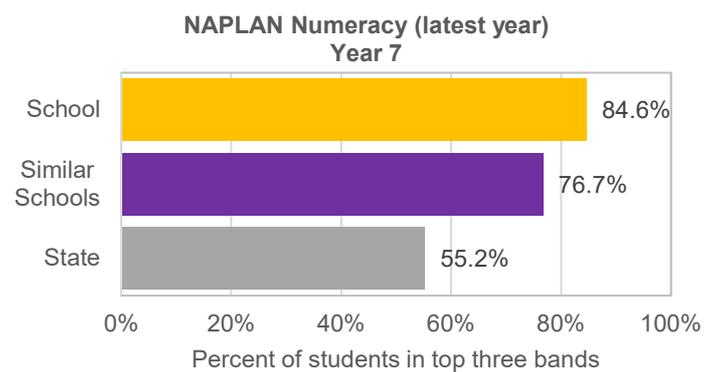
Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	87.3%	79.5%
Similar Schools average:	62.9%	64.8%
State average:	43.9%	45.9%



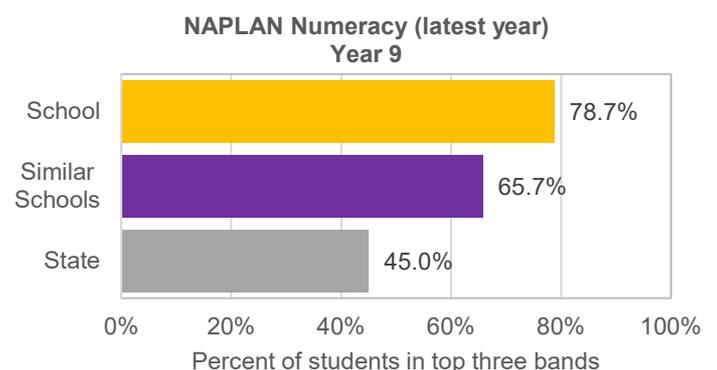
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.6%	85.0%
Similar Schools average:	76.7%	76.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	78.7%	75.0%
Similar Schools average:	65.7%	67.3%
State average:	45.0%	46.8%



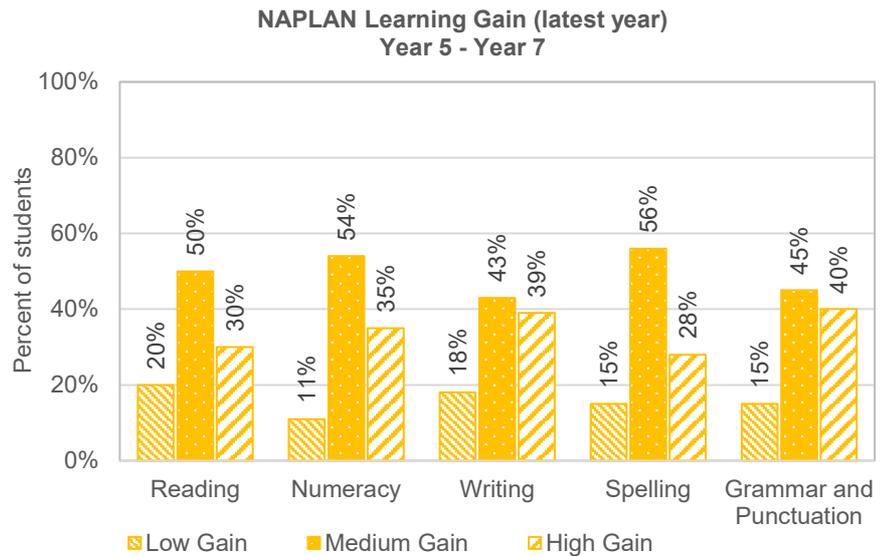
ACHIEVEMENT (continued)

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'.

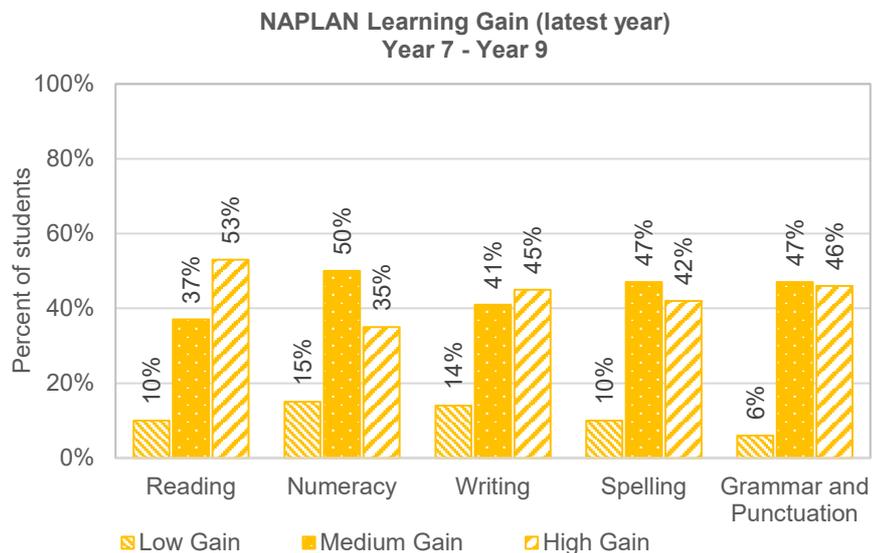
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	50%	30%	30%
Numeracy:	11%	54%	35%	29%
Writing:	18%	43%	39%	29%
Spelling:	15%	56%	28%	29%
Grammar and Punctuation:	15%	45%	40%	28%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	10%	37%	53%	29%
Numeracy:	15%	50%	35%	28%
Writing:	14%	41%	45%	29%
Spelling:	10%	47%	42%	32%
Grammar and Punctuation:	6%	47%	46%	27%



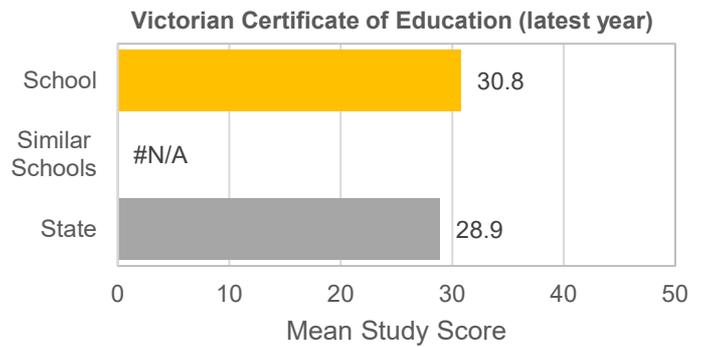
ACHIEVEMENT (continued)

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	30.8	30.5
Similar Schools average:	30.3	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.

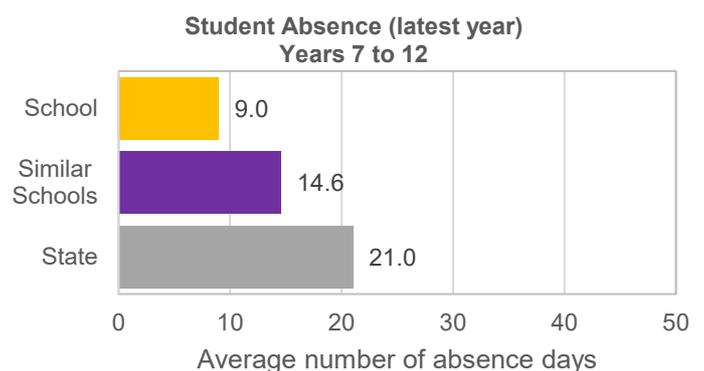
ENGAGEMENT

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:	9.0	11.1
Similar Schools average:	14.6	14.7
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

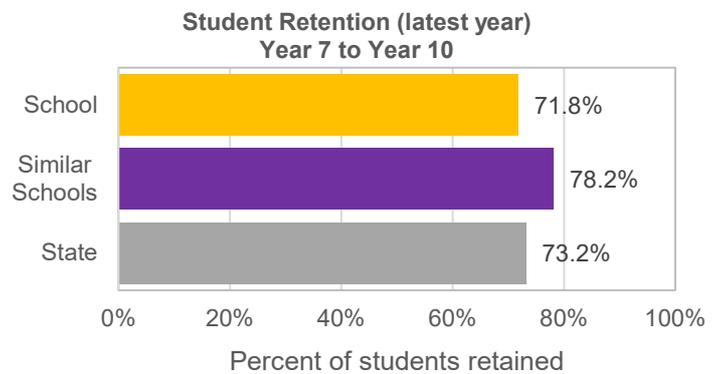
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	96%	95%	94%	96%	97%	97%

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:	71.8%	57.9%
Similar Schools average:	78.2%	77.3%
State average:	73.2%	72.9%



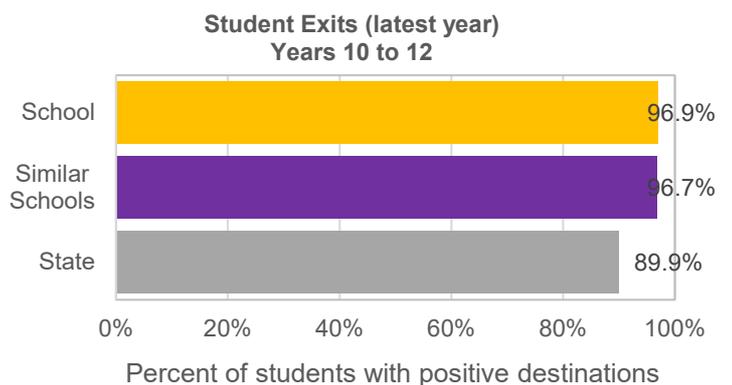
Students exiting to further studies or full-time employment

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:	96.9%	94.2%
Similar Schools average:	96.7%	96.2%
State average:	89.9%	89.2%



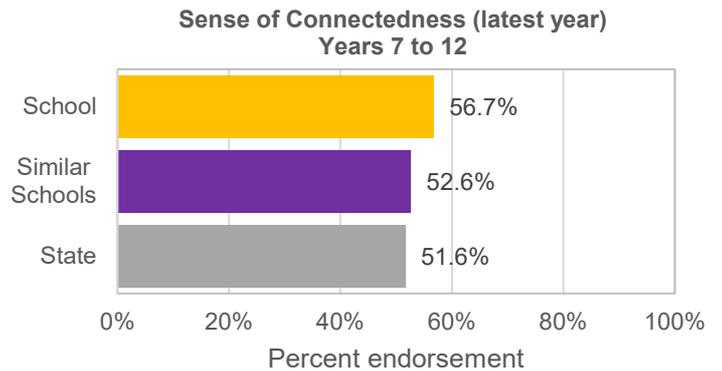
WELLBEING

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 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	56.7%	54.2%
Similar Schools average:	52.6%	56.0%
State average:	51.6%	54.5%

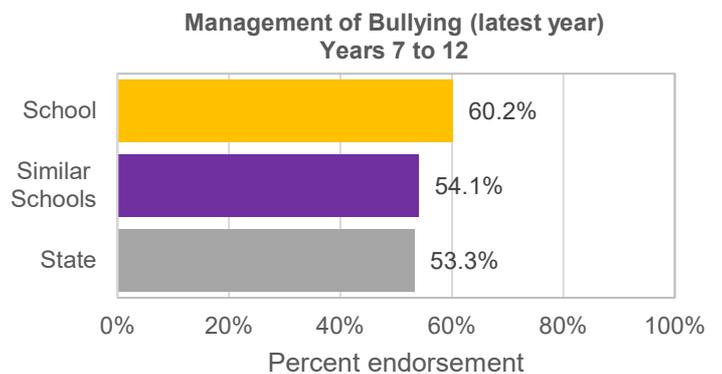


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	60.2%	59.7%
Similar Schools average:	54.1%	58.1%
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	\$5,880,311
Government Provided DET Grants	\$1,032,828
Government Grants Commonwealth	\$10,575
Government Grants State	\$10,529
Revenue Other	\$9,071
Locally Raised Funds	\$1,158,508
Capital Grants	\$12,009
Total Operating Revenue	\$8,113,831

Equity ¹	Actual
Equity (Social Disadvantage)	\$22,256
Equity (Catch Up)	\$7,318
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$29,574

Expenditure	Actual
Student Resource Package ²	\$6,462,527
Adjustments	(\$60,816)
Books & Publications	\$4,050
Camps/Excursions/Activities	\$267,040
Communication Costs	\$18,310
Consumables	\$126,947
Miscellaneous Expense ³	\$387,552
Professional Development	\$36,227
Equipment/Maintenance/Hire	\$384,420
Property Services	\$535,336
Salaries & Allowances ⁴	\$169,630
Support Services	\$205,483
Trading & Fundraising	\$7,953
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$239
Utilities	\$110,284
Total Operating Expenditure	\$8,655,184
Net Operating Surplus/-Deficit	(\$553,361)
Asset Acquisitions	\$14,900

- (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

Funds available	Actual
High Yield Investment Account	\$2,210,812
Official Account	\$119,008
Other Accounts	\$265,296
Total Funds Available	\$2,595,115

Financial Commitments	Actual
Operating Reserve	\$295,013
Other Recurrent Expenditure	\$18,514
Provision Accounts	\$0
Funds Received in Advance	\$42,128
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$320,000
Maintenance - Buildings/Grounds < 12 months	\$273,233
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$948,888

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.