2021 Annual Report to
The School Community

School Name: Brookside P-9 College (8908)

- 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 21 March 2022 at 03:39 PM by Violeta Dellidis (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 22 March 2022 at 09:00 PM by Melanie Kelty (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

Brookside P-9 College lies within Caroline Springs which is a continually growing suburban community located twenty kilometres west of Melbourne, Victoria. Founded as part of the multi-campus Caroline Springs College in 2000, Brookside P-9 College became a separate entity in 2012.

Brookside P-9 College is a government college providing for students through primary and secondary education, spanning 10 years of learning from Prep to Year 9. In 2021, the College had an enrollment of 1150 students from Prep to Year 9 and a staff of 116.1. 32 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander. The Student Family Occupation and Education (SFOE) in 2021 was 0.3919 (Low-Medium).

Our Vision: "Brookside College empowers every learner to fulfil their potential and positively shape the future."

Mission: "At Brookside College we design high quality learning experiences that build on learner strengths and needs to help them develop their talents, passion and purpose."

Values: Rights, Respect, Resilience and Relationships

The College strives to offer high-class educational practices and the adoption of contemporary pedagogy that guides students through integrated phases of learning. The fundamental aim of the school is to foster and balance the intellectual, physical, cultural and social development of its students within 21st Century skills framework.

Our programs place Literacy, Numeracy, Wellbeing and Engagement at the core of our practice. Our curriculum structure is aligned with our Vision and Mission and has a focus on 21st Century Learning Skills underpinned by the Victorian Curriculum Capabilities and student agency. Teaching and learning programs at Brookside College are planned around professional learning communities at each level of the curriculum, with student needs identified and planned for in various ways. Our teachers appreciate that individual students learn differently, so they provide a variety of learning experiences and use a wide range of teaching methods and assessment strategies.

Literacy is delivered through explicit direct instruction including a phonics program in the early years. Reading is a feature of every classroom, supported by classroom libraries. Numeracy is delivered through a balanced pedagogy that combines explicit direct instruction and problem-based learning. Learning in all other disciplines features explicit direct instruction, problem-based learning and project-based work. Student achievement is celebrated through Parent, Teacher and Student Conferences, Reporting, Awards and public exhibitions.

Our Digital Technology learning program brings real world learning to students and provides opportunities for students to demonstrate their creativity and problem solving skills. Students are further able to develop their talents and passions through our Performing Arts (Prep-2) and Music (Years 3-9) programs, whilst student health and resilience is developed through the Stephanie Alexander Garden Program (Years 3-4), the Food Technology Program (Years 5-9) and the Health Program (Prep-9). Our Year 9 'Futures' and Electives Programs further aim to equip our students with many of the skills and competencies they need to shape the future.

The College is committed to developing happy, healthy and resilient children and we have invested significantly in a range of specialist programs underpinned by the Berry Street Education Model, Respectful Relationships and School Wide Positive Behaviour Support (SWPBS) practices. Our work with students is framed by the Response to Intervention model, where student needs are identified and specifically targeted. Additional supports provided by the college include a Hands on Learning Program that has been nationally recognised as a model of excellence, a dedicated Student Wellbeing space called "The Zone" and our Inclusive Education Centre, "The Hub".

Our College is a friendly place where the needs of the students come first. The College and its families work closely together to help each child achieve his or her unique potential, and our community celebrates all kinds of student success and appreciates that adults, too, are learners.

Framework for Improving Student Outcomes (FISO)

In 2021, the Brookside P-9 College Annual Implementation Plan (AIP) focused on the implementation of Key Improvement Strategies (KIS) related to the Framework for Improving Student Outcomes (FISO) dimensions of: Curriculum, Planning and Assessment; Health and Wellbeing; and Building Communities. We aimed to deliver on our three KIS: 'Learning, catch-up and extension priority', 'Happy, active and healthy kids priority', 'Connected schools priority'. Whilst 2021 was again disrupted by Remote Learning and Covid-19, we were able to show good progress towards the achievement of our targets:

* Work with the Differentiated Support for School Improvement Initiative (DSSI) Partnership team to embed PLC structures led to better functioning meetings and PLCs. This occurred through the creation of challenging norms and consistency of and between SIT team members.
* Consistent approaches to planning were introduced - and the Brookside Instructional Handbook was developed inclusive of our streamlined Brookside Instructional Model and our updated planning documents which were designed to promote better teaching and learning practices.
* Our assessment schedule was updated, further assessments were added including ongoing formative assessment and moderation. Our scaffolded P-9 Reading Instructional Model (through the use of the Fountas & Pinnell Reading Benchmarking System) was further implemented, Reading and Math Progressive Achievement Tests (PAT) were reintroduced to staff inclusive of explanations about how the data collected should be used, and the first part of the Mathematics Online Interview (MOI) assessment of counting and place value was also introduced in Term 4 across Prep-6 to identify gaps and misconceptions in student learning.
* A Learning Support program was established, including explicit teaching and intensive small group student learning support, and our Middle Years Literacy and Numeracy Support (MYLNS) initiative was further refined to assist prioritised students in structured intervention.
* We continued to develop our whole-school understanding and approach of the SWPBS framework to support student wellbeing.
* The digital learning platform 'Seesaw' was implemented to support staff, students and families to connect through learning.
* We continued to implement Inclusive Practices throughout the school, including providing workshops to support staff understanding of Student Support Group (SSG) meetings, developing Individual Education Plans (IEPs) and Student Snapshot practices and providing professional learning for classroom Education Support (ES) staff.

Achievement

Whilst 2021 was again disrupted by Remote Learning and Covid-19, staff were able to utilise online resources for content-delivery and students responded fairly well to online learning. As such, we were able to show progress towards the achievement of our targets:
* Improvement in NAPLAN numeracy data -
  - Yr 3 Top 2 Bands improved from 32% to 34%
  - Yr 5 Top 2 Bands improved from 20% to 25%
  - Yr 3-5 Benchmark Growth improved from 19% to 26%
* Improvement in NAPLAN reading data -
  - Yr 3 Top 2 Bands improved from 53% to 56%
  - Yr 5 Top 2 Bands improved from 25% to 40%
  - Yr 9 Top 2 Bands improved from 12% to 16%
  - Yr 3-5 Benchmark Growth improved from 20% to 29%
  - Yr 5-7 Benchmark Growth improved from 16% to 19%
* 75% of students in the Learning Support program showed improved F&P results.
* A small number of students were identified as suitable for acceleration and were provided with access to the Victorian High Abilities Program (VHAP) in selected subjects.
* Students supported through the Program for Students with a Disability (PSD) all showed satisfactory progress in achieving their individual goals as identified in their IEPs. These students were supported throughout remote learning by modified timetables and learning programs, as well as 1:1 ES online meetings in addition to their online class sessions.

In 2022 we will continue to encourage improved results by:
* Continuing to develop the way in which PLCs function, working alongside PLC partners to implement the FISO Inquiry Cycle.
* Redeveloping Scope & Sequences in all areas of the curriculum.
* Continuing to improve differentiated learning through further implementation of MOI assessments, introducing the use of Essential Assessments to provide more accurate Mathematics data for targeted learning, expanding the use of F&P, and beginning the implementation of the Leveled Literacy Intervention (LLI) program in Years 3 & 4.
* Including areas other than English and Math in the Assessment Schedule.
* Continuing the implementation of data walls.
* Continuing to provision and develop the Learning Support and MYLNS programs.
* Increasing the number of students who participate in the Victorian High Abilities Program (VHAP).
* Expanding the use of the ABLES assessment to include all Preps and other identified students.
* Redeveloping IEP's to include more academic goals to work alongside functional goals.
* Continuing to implement the Professional Learning Suite, inclusive of structured coaching and more frequent learning walks.

Engagement

Whilst 2021 was again disrupted by Remote Learning and Covid-19, we were able to show progress towards the achievement of our targets:
* Staff regularly met with students and classes online throughout remote learning and communicated with families regularly using various digital means. A school-wide approach to communication with families using platforms such as Compass and SeeSaw was introduced and as a result the number of positive parent responses in the parent community engagement module of the Parent Opinion Survey rose from 61% (2019) to 72% .
* The 'Seesaw' digital platform was implemented in Years Prep-6 to support staff, students and families to connect through learning. The roll out of Seesaw was completed faster than expected due to remote learning, however parent engagement with SeeSaw showed that there were 8000 parent views from August-October. However, this would be lower than than the real number as many parents viewed student work from student accounts rather than parent accounts during remote learning.
* Compass continued to be used as the main mode of learning communication in Years 7-9.
* Students at Brookside College who experienced challenges in terms of their engagement during remote learning were provided with alternative timetables and learning programs.
* To address attendance concerns during both remote and onsite learning we followed our structured absence and attendance procedures and protocols. The college continued to send SMS messages to parents requesting them to notify the school of any absences, sent notifications to parents of students with a large number of absences and made regular phone calls after periods of absence. The College also worked closely with attendance officers from within the Department of Education (DET) to support chronic absences and return to school processes.
* Student engagement during the transition back to onsite learning was supported by a College 'Start Up' program during which students were given opportunities to rebuild social connections and engage in team building activities.
* The Student Voice (Leaders) Program was reinvigorated and a Student Leadership handbook was developed.

In 2022 we will continue to encourage improved engagement by:
* Improving absence and attendance procedures and protocols, including embedding regular monitoring of absence data in PLCs. The Attendance Staged Response and Attendance Tiered Interventions will be introduced to staff, accompanied by professional learning.
* Implementing attendance data walls.
* Implementing the reinvigorated Student Voice (Leaders) Program, including placing House Captains.
* Developing ongoing reporting, introducing Seesaw and Compass minimum expectations to staff, as well as monitoring adherence and usage to ensure student and parent engagement.
* Developing digital learning Scope & Sequence documentation.
* Embedding digital technology use in 7-9 Math and Science curriculum.
* Embedding student agency in English through the development of goal setting practices.
* Continue to build upon parent involvement through our Parent Volunteers Program as well as run school community events.

Wellbeing

Health and wellbeing supports, such as case conferencing and regular contact from wellbeing officers, were prioritised for staff, students and their families. This contributed to the College continuing to make progress in student wellbeing, as measured by the Attitudes to School (ATOS) survey:
* Students in Years 7-9 reported that they felt more connected to school in general, in comparison to students from similar schools and the state.
* In the area of Managing Bullying, secondary students responded more positively than primary students, with similar results to students in similar schools and more positive results than students in network schools.

Whilst 2021 was again disrupted by Remote Learning and Covid-19, we were able to show progress towards the achievement of our targets:
* Continued to develop our SWPBS approach - our Positive Behaviour Response Protocols were developed, Compass Chronicle was overhauled and aligned to the protocols, the SWPBS Matrix was implemented and the school wide acknowledgement system was developed and introduced during remote learning.
* Continued to implement the Berry Street Education Model through routines such as Morning Circles.
* Appointed Year Level Leaders in Years P-6, aligning with the structures in place in Years 7-9 and ensuring further consistency in the management of wellbeing issues and priorities.
* Continued to develop staff understanding of Behaviour Support Plans (BSPs) and IEPs.
* Continued to conduct a Case Management approach to support students deemed at-risk.
* The school Clinical team continued to run programs and engage agencies to support wellbeing and encourage social skills development and positive peer relationships, including programs such as BOUNCE, and RAISE youth mentoring.
* Targeted counselling was provided by school clinicians for individual students with acute needs.

Engagement and Wellbeing continues to be a focus, and in 2022 the College will:
• Continue to implement the School Wide Positive Behaviour Framework. This includes providing ongoing Professional Learning to staff regarding the Positive Behaviour Response Protocols and moving on with the implementation of the school wide acknowledgement system.
• Reinvigorate the Respectful Relationships curriculum.
• Develop the Compass "Pulse" module at school level and deliver Professional Learning to staff.
• Develop staff understanding of Behaviour Support Plans through case conferences, modelling and BSP implementation.
• Design a Tiered Interventions Document which outlines all interventions available across the school.
• Continue to run programs and provide individual counselling using Chronicle data to drive decisions.

Finance performance and position

Brookside College maintained a sound financial position throughout 2021 and continued to spend its funding on student programs, staffing, furniture and equipment. Specific areas in which funds were spent include:
* Installing a new playground and shade sails for the Prep students in the previously named Agora.
* Erecting shade sails for the Year 3-6 playground.
* Purchasing new technology, including approximately 300 iPads. Approximately 120 of these were provided to staff to support the use of Seesaw and the implementation of the SWPBS acknowledgement system. The other 180 were installed in Year Prep-6 classrooms throughout the school to support the use of Seesaw in the classrooms.
* Purchasing iPad charging wall stations for each P-6 classroom, to house and charge the newly purchased iPads.
* Significant resourcing for the implementation of the Fountas & Pinnell program, to allow for improvement in practices such as guided reading and conferencing.
* Redesigning the library to provide a more welcoming environment and encourage best reading practices.
* Purchasing replacement lockers for students in Years 7-9.
* Investing in allied health expertise and a range of specialist intervention programs underpinned by the Berry Street Education Model, Rights, Resilience and Respectful Relationships and SWPBS practices.

The College maintains a surplus which will continue to provide further opportunities for our students in 2022:
* Continue to purchase iPads (approximately 200 more), aiming for a 1:1 program to enable easier facilitation of Seesaw in classrooms.
* Redesign of the Years 4-6 toilet block.
* Erect shade sails in the area between the Year 5 & 6 buildings.

For more detailed information regarding our school please visit our website at
https://brooksidecollege.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 1150 students were enrolled at this school in 2021, 561 female and 589 male.

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

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).
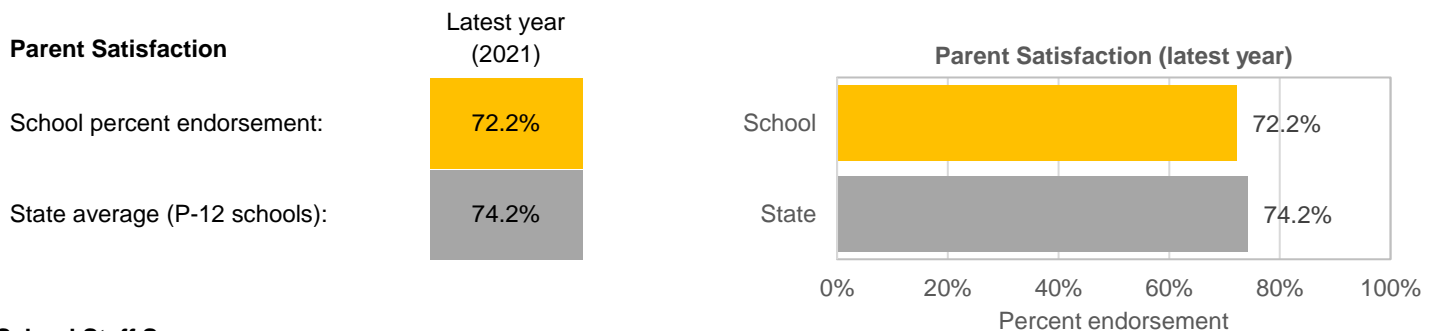
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

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

Parent Satisfaction Summary

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

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

Parent Satisfaction	Latest year (2021)
School percent endorsement:	72.2%
State average (P-12 schools):	74.2%

Parent Satisfaction (latest year)

School 72.2%
State 74.2%

Percent endorsement

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.

School Climate	Latest year (2021)
School percent endorsement:	58.0%
State average (P-12 schools):	57.8%

School Climate (latest year)

School 58.0%
State 57.8%

Percent endorsement
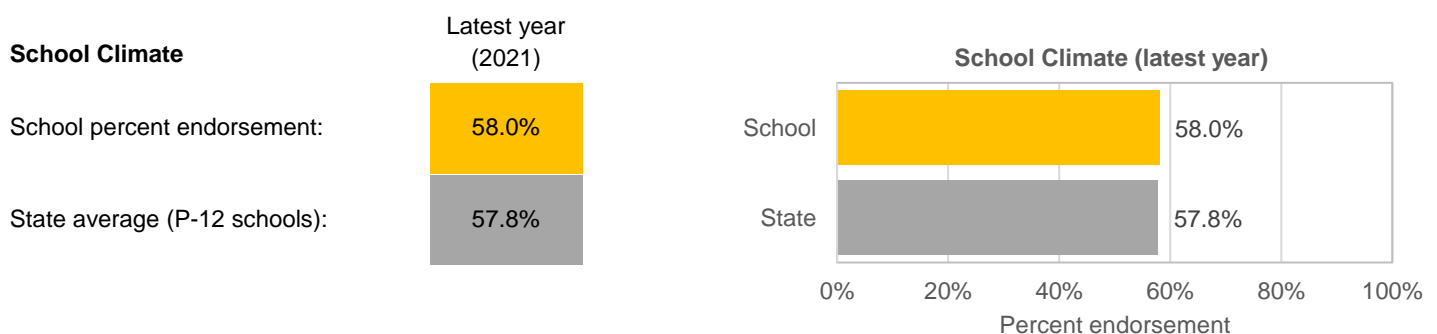
ACHIEVEMENT

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.*
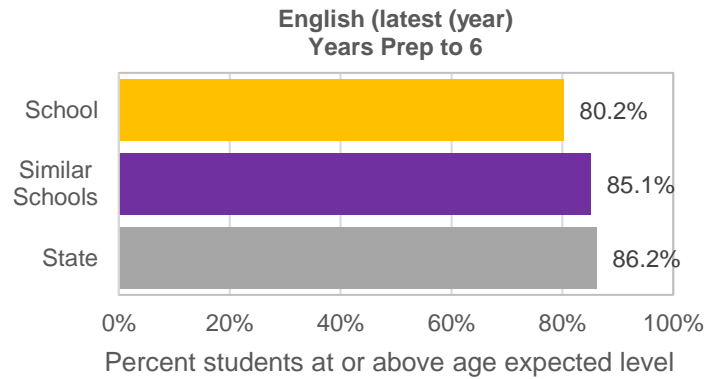
Teacher Judgement of student achievement

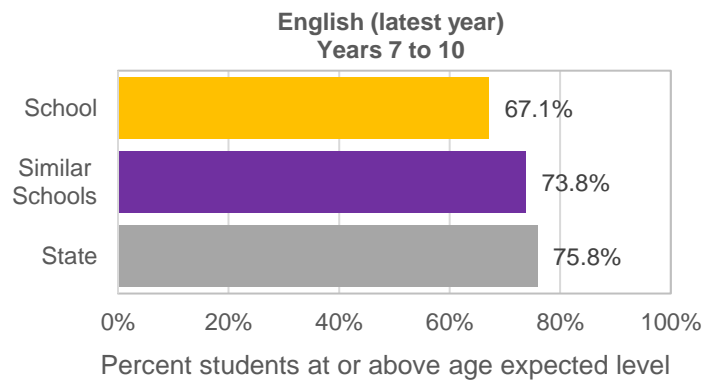Percentage of students working at or above age expected standards in English and Mathematics.

English
Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:	80.2%
Similar Schools average:	85.1%
State average:	86.2%

English (latest (year)
Years Prep to 6

School — 80.2%
Similar Schools — 85.1%
State — 86.2%

0% 20% 40% 60% 80% 100%
Percent students at or above age expected level

English
Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:	67.1%
Similar Schools average:	73.8%
State average:	75.8%

English (latest year)
Years 7 to 10

School — 67.1%
Similar Schools — 73.8%
State — 75.8%

0% 20% 40% 60% 80% 100%
Percent students at or above age expected level

Mathematics
Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:	83.8%
Similar Schools average:	84.3%
State average:	84.9%

Mathematics (latest year)
Years Prep to 6

School — 83.8%
Similar Schools — 84.3%
State — 84.9%

0% 20% 40% 60% 80% 100%
Percent students at or above age expected level
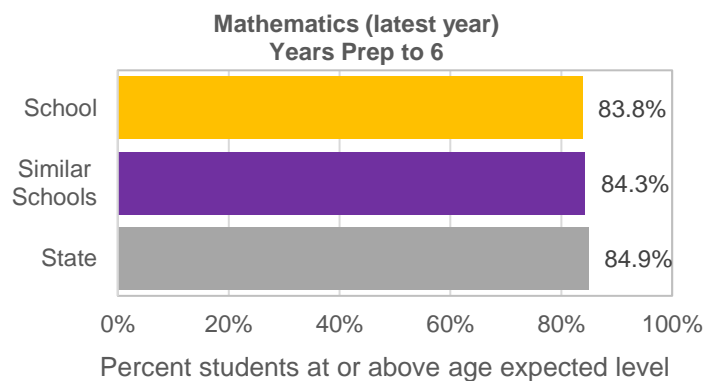
Mathematics
Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:	59.8%
Similar Schools average:	62.7%
State average:	65.4%
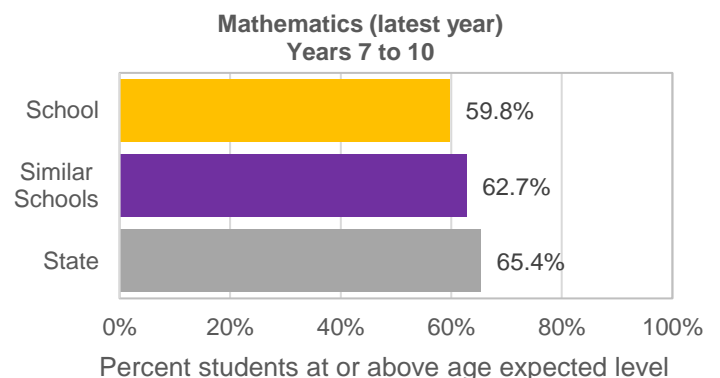
Mathematics (latest year)
Years 7 to 10

School — 59.8%
Similar Schools — 62.7%
State — 65.4%

0% 20% 40% 60% 80% 100%
Percent students at or above age expected level

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.
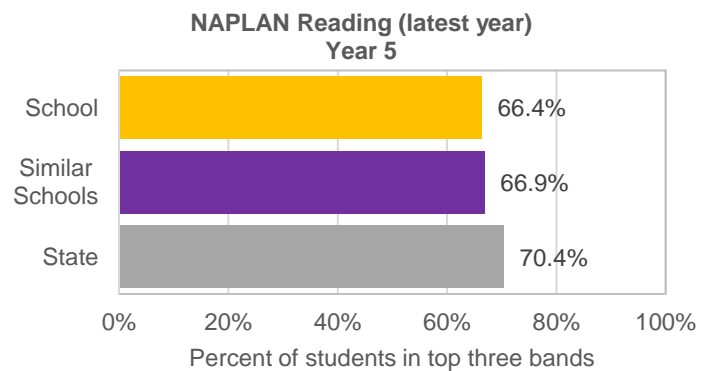
Reading Year 3	Latest year (2021)	4-year average	**NAPLAN Reading (latest year) Year 3**		
School percent of students in top three bands:	81.9%	77.2%	School		81.9%
Similar Schools average:	76.4%	74.9%	Similar Schools		76.4%
State average:	76.9%	76.5%	State		76.9%

Percent of students in top three bands
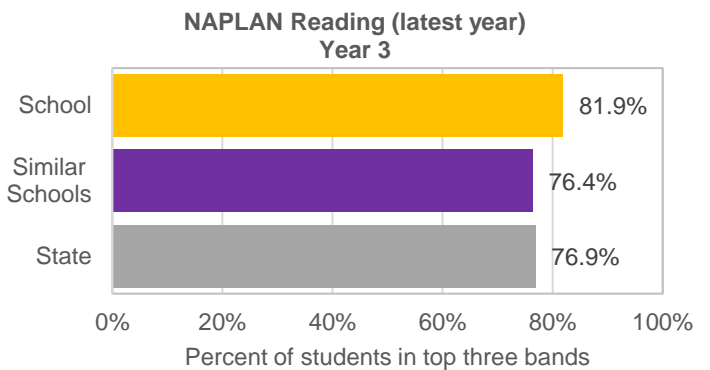
Reading Year 5	Latest year (2021)	4-year average	**NAPLAN Reading (latest year) Year 5**		
School percent of students in top three bands:	66.4%	61.7%	School		66.4%
Similar Schools average:	66.9%	63.2%	Similar Schools		66.9%
State average:	70.4%	67.7%	State		70.4%

Percent of students in top three bands

Reading Year 7	Latest year (2021)	4-year average	**NAPLAN Reading (latest year) Year 7**		
School percent of students in top three bands:	50.0%	52.6%	School		50.0%
Similar Schools average:	58.4%	56.0%	Similar Schools		58.4%
State average:	55.2%	54.8%	State		55.2%

Percent of students in top three bands
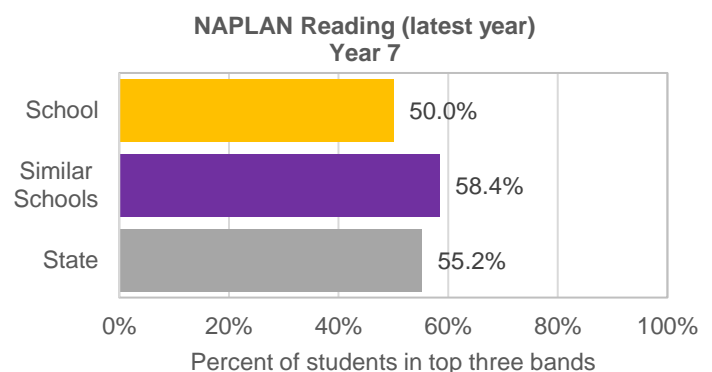
Reading Year 9	Latest year (2021)	4-year average	**NAPLAN Reading (latest year) Year 9**		
School percent of students in top three bands:	43.1%	46.5%	School		43.1%
Similar Schools average:	42.3%	44.8%	Similar Schools		42.3%
State average:	43.9%	45.9%	State		43.9%
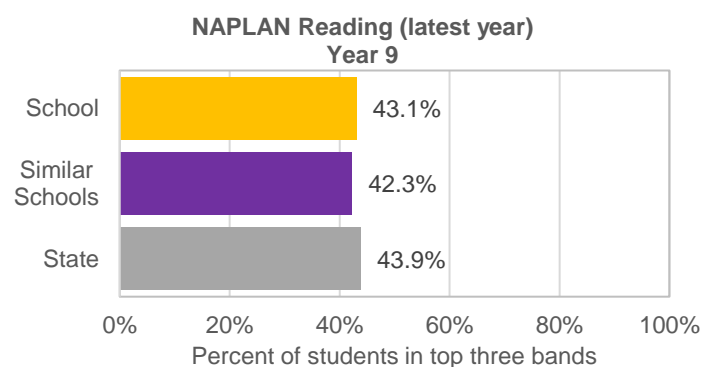
Percent of students in top three bands

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.*
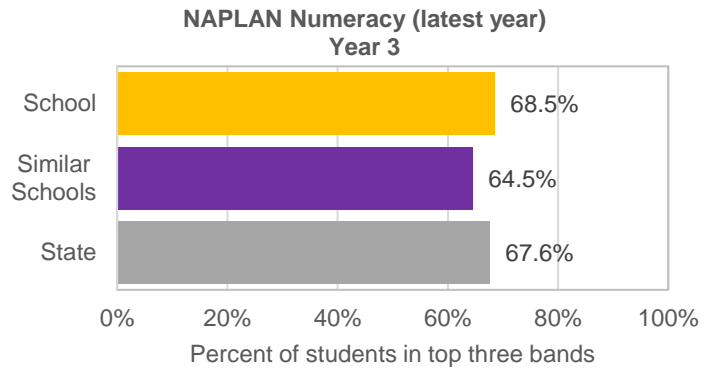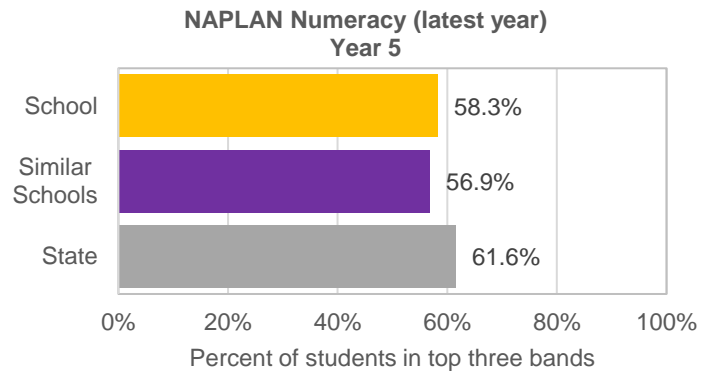
NAPLAN (continued)

Numeracy Year 3	Latest year (2021)	4-year average
School percent of students in top three bands:	68.5%	64.7%
Similar Schools average:	64.5%	64.5%
State average:	67.6%	69.1%

NAPLAN Numeracy (latest year) Year 3

School	68.5%
Similar Schools	64.5%
State	67.6%

Percent of students in top three bands

Numeracy Year 5	Latest year (2021)	4-year average
School percent of students in top three bands:	58.3%	50.4%
Similar Schools average:	56.9%	55.0%
State average:	61.6%	60.0%

NAPLAN Numeracy (latest year) Year 5

School	58.3%
Similar Schools	56.9%
State	61.6%

Percent of students in top three bands

Numeracy Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	48.2%	54.6%
Similar Schools average:	55.3%	54.7%
State average:	55.2%	55.3%

NAPLAN Numeracy (latest year) Year 7

School	48.2%
Similar Schools	55.3%
State	55.2%

Percent of students in top three bands
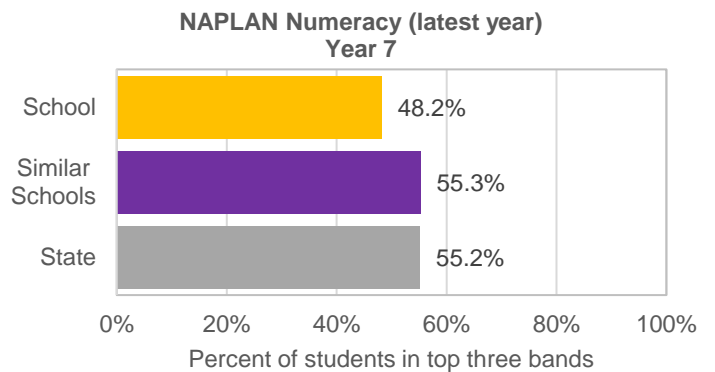
Numeracy Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	38.4%	46.7%
Similar Schools average:	40.5%	43.1%
State average:	45.0%	46.8%

NAPLAN Numeracy (latest year) Year 9

School	38.4%
Similar Schools	40.5%
State	45.0%

Percent of students in top three bands
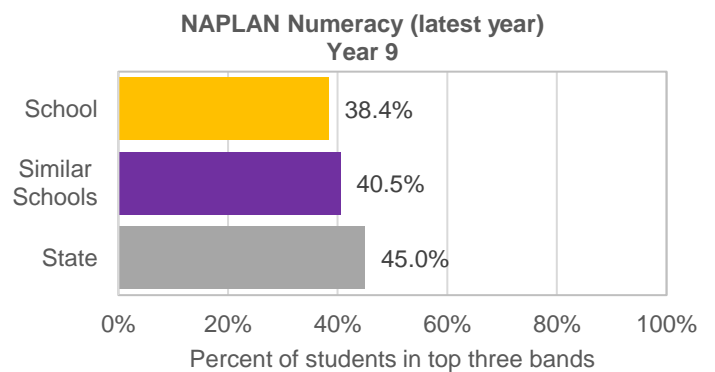
ACHIEVEMENT (continued)

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'.
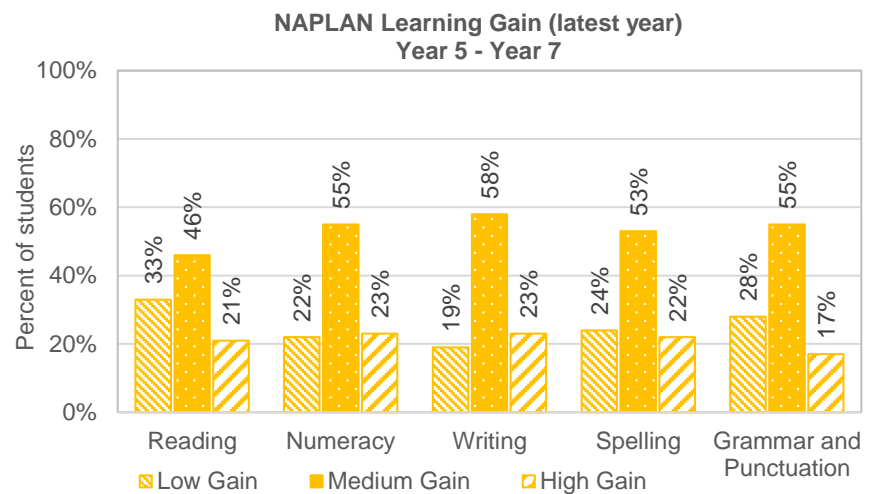
Learning Gain
Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	28%	50%	22%	23%
Numeracy:	23%	55%	22%	25%
Writing:	25%	48%	27%	25%
Spelling:	37%	47%	16%	22%
Grammar and Punctuation:	37%	46%	17%	25%
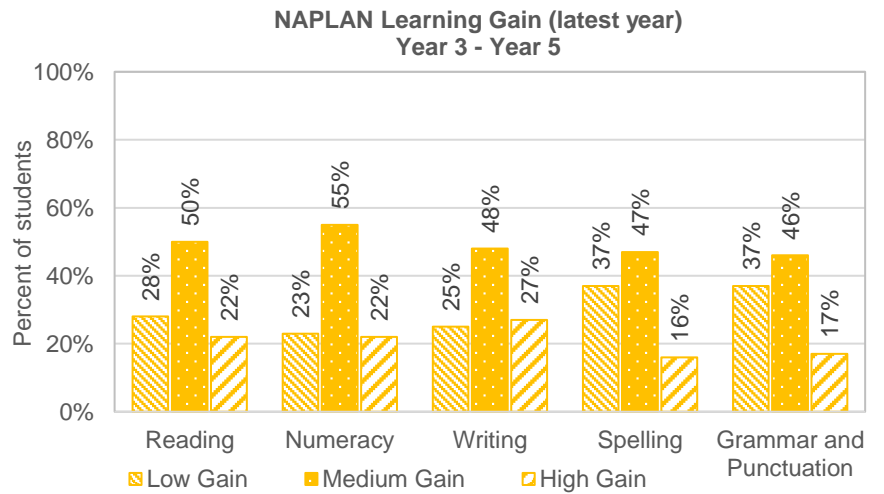
Learning Gain
Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	33%	46%	21%	24%
Numeracy:	22%	55%	23%	23%
Writing:	19%	58%	23%	23%
Spelling:	24%	53%	22%	23%
Grammar and Punctuation:	28%	55%	17%	22%

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

|	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	54%	25%	23%
Numeracy:	26%	42%	33%	23%
Writing:	32%	54%	14%	21%
Spelling:	35%	47%	18%	22%
Grammar and Punctuation:	33%	45%	22%	22%
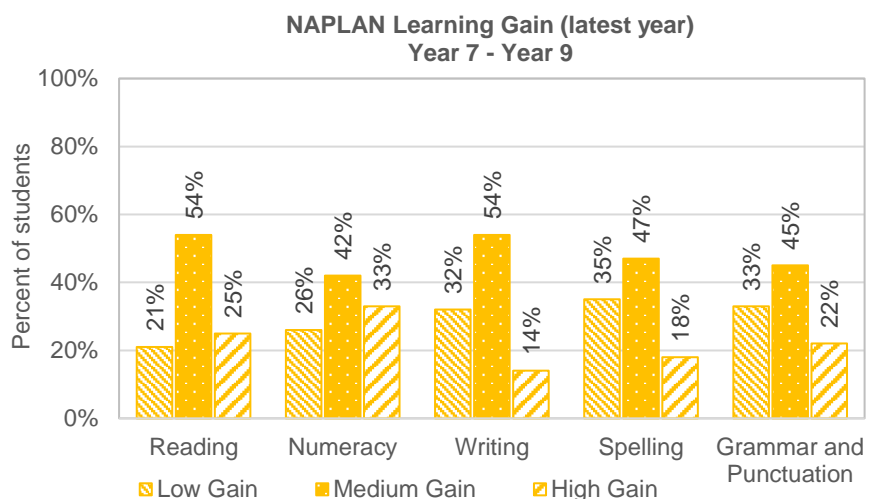
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ACHIEVEMENT (continued)

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	NDA	NDA
Similar Schools average:	27.9	27.9
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

	Mean Study Score
School	#N/A
Similar Schools	27.9
State	28.9
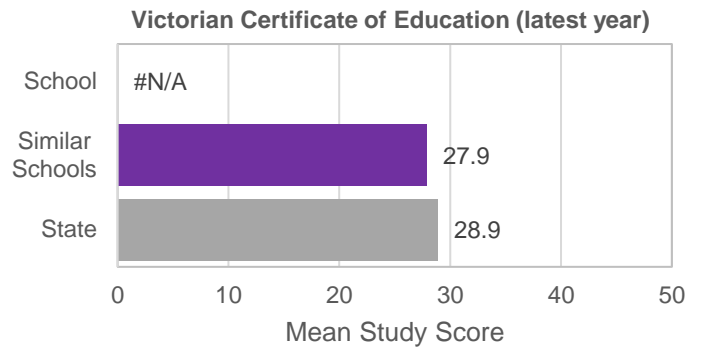
Students in 2021 who satisfactorily completed their VCE:	NDA
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2021*:	NDA
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily 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:	18.2	16.1
Similar Schools average:	15.6	15.5
State average:	14.7	15.0

**Student Absence (latest year)
Years Prep to 6**

School	18.2
Similar Schools	15.6
State	14.7

Average number of absence days
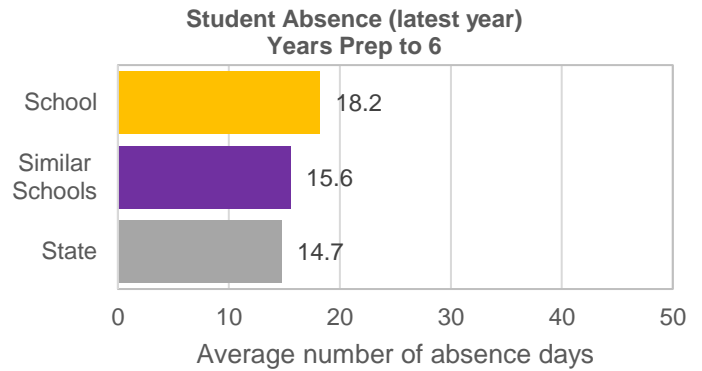
Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	27.4	20.9
Similar Schools average:	21.3	19.6
State average:	21.0	19.6

**Student Absence (latest year)
Years 7 to 12**

School	27.4
Similar Schools	21.3
State	21.0

Average number of absence days
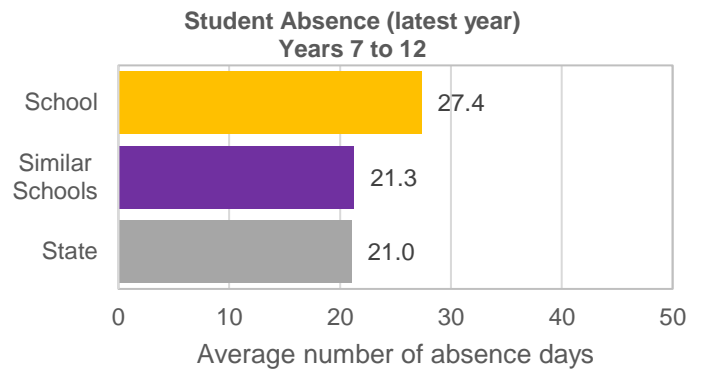
Attendance Rate (latest year)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	90%	90%	92%	91%	91%	91%	91%

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	87%	84%	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:	55.6%	55.9%
State average:	73.2%	72.9%

Student Retention (latest year) Year 7 to Year 10

School	#N/A
Similar Schools	55.6%
State	73.2%

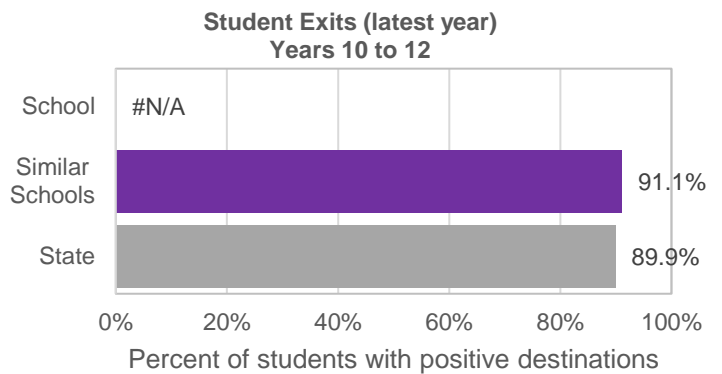0%   20%   40%   60%   80%   100%

Percent of students retained
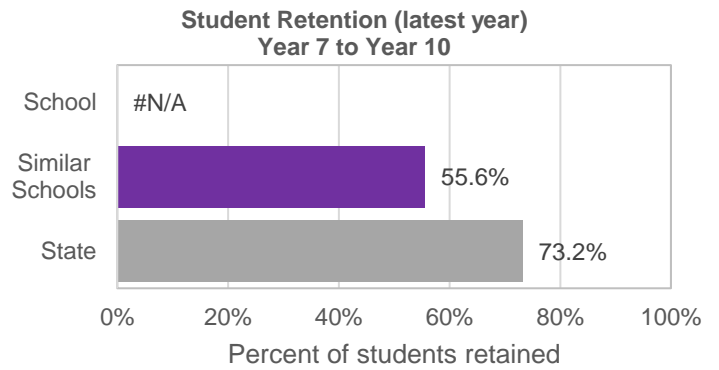
Students exiting to further studies or full-time employment

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:	91.1%	89.6%
State average:	89.9%	89.2%

Student Exits (latest year) Years 10 to 12

School	#N/A
Similar Schools	91.1%
State	89.9%

0%   20%   40%   60%   80%   100%

Percent of students with positive destinations

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.*

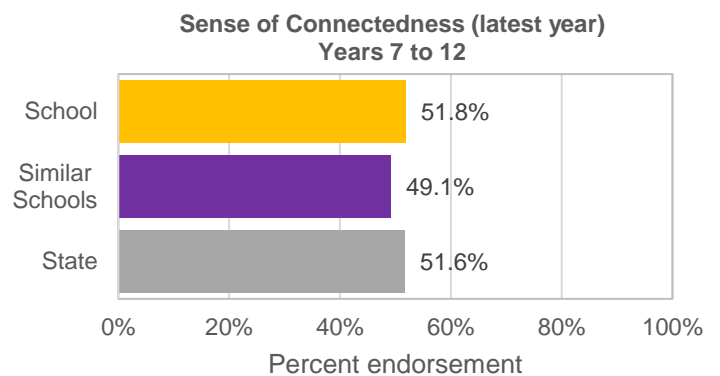**Student Attitudes to School – Sense of Connectedness**

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:	66.8%	72.6%
Similar Schools average:	77.8%	78.6%
State average:	79.5%	80.4%
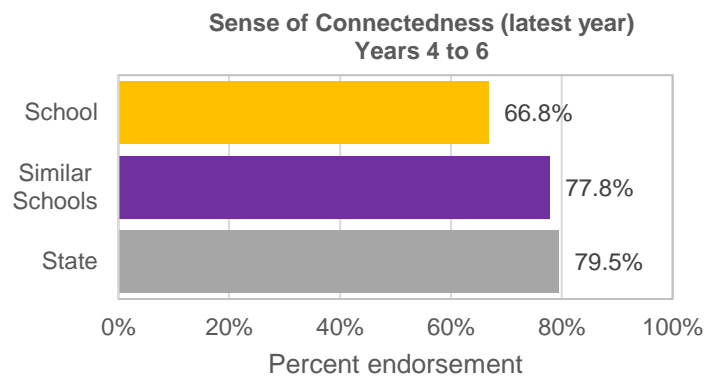
Sense of Connectedness (latest year) Years 4 to 6

School	66.8%
Similar Schools	77.8%
State	79.5%

Percent endorsement

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:	51.8%	50.9%
Similar Schools average:	49.1%	51.7%
State average:	51.6%	54.5%

Sense of Connectedness (latest year) Years 7 to 12

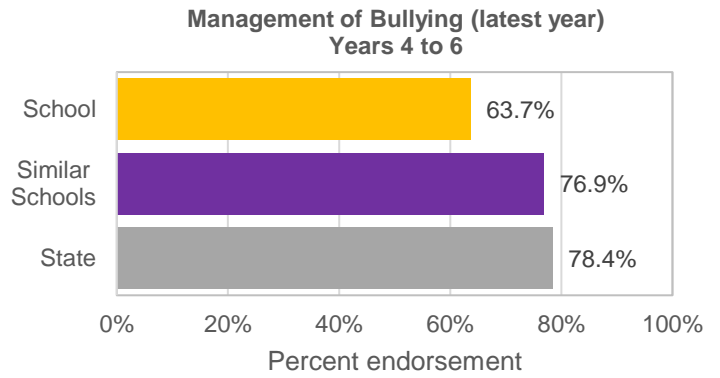|	
School	51.8%
Similar Schools	49.1%
State	51.6%

Percent endorsement

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:	63.7%	69.9%
Similar Schools average:	76.9%	78.1%
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 (latest year) Years 4 to 6

School 63.7%
Similar Schools 76.9%
State 78.4%

0% 20% 40% 60% 80% 100%
Percent endorsement

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	49.8%	57.2%
Similar Schools average:	50.9%	55.2%
State average:	53.3%	56.8%
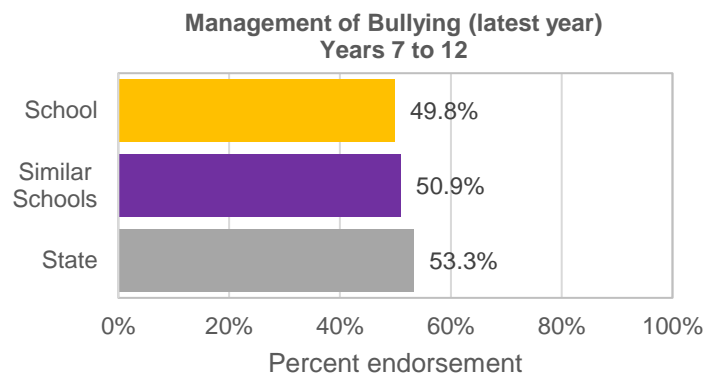
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Management of Bullying (latest year) Years 7 to 12

School 49.8%
Similar Schools 50.9%
State 53.3%

0% 20% 40% 60% 80% 100%
Percent endorsement

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING
31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	$11,959,511
Government Provided DET Grants	$1,167,065
Government Grants Commonwealth	$16,313
Government Grants State	$5,558
Revenue Other	$14,578
Locally Raised Funds	$377,315
Capital Grants	$0
Total Operating Revenue	**$13,540,341**

Equity [1]	Actual
Equity (Social Disadvantage)	$281,137
Equity (Catch Up)	$23,557
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$304,694**

Expenditure	Actual
Student Resource Package [2]	$11,293,625
Adjustments	$0
Books & Publications	$21,488
Camps/Excursions/Activities	$212,201
Communication Costs	$16,694
Consumables	$284,584
Miscellaneous Expense [3]	$37,860
Professional Development	$16,674
Equipment/Maintenance/Hire	$462,432
Property Services	$88,184
Salaries & Allowances [4]	$534,733
Support Services	$392,044
Trading & Fundraising	$21,330
Motor Vehicle Expenses	$55
Travel & Subsistence	$0
Utilities	$99,852
Total Operating Expenditure	**$13,481,755**
Net Operating Surplus/-Deficit	**$58,585**
Asset Acquisitions	**$206,329**

(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	$780,258
Official Account	$140,657
Other Accounts	$0
Total Funds Available	**$920,915**

Financial Commitments	Actual
Operating Reserve	$352,435
Other Recurrent Expenditure	$0
Provision Accounts	$0
Funds Received in Advance	$20,134
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	$0
Maintenance - Buildings/Grounds < 12 months	$540,000
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$912,569**

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.