

# 2021 Annual Report to The School Community



**School Name: Ringwood Secondary College (8270)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://www.vit.vic.edu.au)).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2021 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 15 March 2022 at 03:18 PM by Maria Allison (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 18 March 2022 at 07:20 PM by Teresa Lodge (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

Ringwood Secondary College (RSC) fosters a learning community that caters for the development of the whole person, allowing them to flourish and reach their full potential. A balanced and viable curriculum of VCE, VET and VCAL studies meets the varied learning needs of students. Most students choose a university placement as their preferred post Year 12 destination.

Located in the city of Maroondah, RSC provides for students from nearly 50 feeder primary schools including substantial numbers from the local primary schools' network. The college maintains its numbers at capacity which is currently 1600 students. This enables a guaranteed and viable curriculum for all students and a rich array of extra-curricular programs and activities, including in areas such as Music, Performing Arts and Sport. Ringwood Training, our Registered Training Organisation (RTO), provides specialist programs in IT, Engineering and Automotive and has been recognised in Victoria as both a finalist and winner of the Small Training Provider of the Year. Our well-developed house system is the basis for enabling opportunities for student leadership and participation and the delivery of our approaches to Positive Education and our Bounce program.

The College is proud to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school and can engage effectively in their learning and experience success. Every member of the College community has a right to fully participate in an educational environment that is safe, supportive, and inclusive. A culture of high expectations ensures that students are supported to achieve their educational potential and personal best in their learning.

The Values statement for Ringwood Secondary College is based on the four pillars of education introduced in a report presented to UNESCO by the International Commission on Education for the twenty-first century: Learning to be yourself, Learning to do, Learning to think and Learning to live together. This Values philosophy is enacted through everyday interactions between staff, students and parents, our positive education program, our curriculum program, house system and our co-curricula program. Our Houses of Freeman, Jackman, Fraser, and Mabo enact the virtues of Respect, Creativity, Wisdom, and Courage.

In addition, Ringwood Secondary College has formed strong partnerships with local, national, and global organisations which further enhance the education pillars. During COVID-19 pandemic, despite the international student enrolments dropping by 65% they are well managed and supported by an International Student Coordinator.

Ringwood Secondary College acknowledges that the behaviour of staff, parents, carers, and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the children and young people at our school. Our published statement of values and school philosophy outlines the values of our school community and explains the vision, mission, and objectives of our college. The college is an active member of the Maroondah Positive Education Network (MPEN) and is focussed on developing an innovative positive education framework.

In 2021, the College had the equivalent of 129.7 equivalent full-time staff, four Principal Class, 113.3 Teaching Class and 37.1 Educational Support staff.

---

### Framework for Improving Student Outcomes (FISO)

Ringwood Secondary College has utilised the FISO framework in determining improvement priorities and initiatives. Building practice excellence, evidence based high impact teaching strategies and empowering students and building school pride were key target areas.

The College effectively transitioned and adapted to remote and flexible learning using a range of online interactive

platforms including WebEx and MS Teams to effectively communicate and engage with students and staff. The leadership team focussed on supporting teachers in implementing consistent practices including the use of formative data and evidence to improve teaching and learning. Collaborative planning, timely feedback and improved teacher judgements enabled students to reflect on and direct their learning actively and consistently. Streamlined professional learning and Professional Learning Communities (PLC's) were effectively implemented and modified to reflect student participation and engagement in remote and flexible learning. A range of innovative strategies and interventions were implemented to ensure Year 12 students successfully completed their studies and Year 7 students sustained effective relationships with their teachers and other students.

Lesson planning and team level collaboration were developed using a consistent and visible approach for all online platforms with strong adherence to the pedagogical model. Remote and flexible learning created and further supported this innovative, positive approach to develop consistency and increased rigour for learning outcomes.

The Tutor Learning Initiative (TLI) was fully implemented with Individual Education Plans (IEP) developed for selected student across Years 7-12 together with the use of online ACER PAT Reading and PAT Numeracy and Victorian Curriculum teacher judgements, anecdotal comments, and other data to further enhance student learning growth.

Professional learning for within the Maroondah Positive Education Network (MPEN) reinforced targets for both student and staff wellbeing. Staff were encouraged to develop wellbeing literacy through collaborative professional learning; to develop and reflect on a wellbeing goal in their Statement of Expectation (SOE); to engage in team teaching, peer observations and learning walks to further support active student engagement and increase positive relationships.

Our School Strategic Plan for 2020-2024 goals including student learning achievement and growth and student engagement in their learning, through increasing student voice and agency and wellbeing, will continue to be implemented through the Annual Implementation Plans (AIPs). The focus on DET priority Key Improvement Strategies (KIS): Learning, catch up and extension, Wellbeing: Happy, active and healthy kids, and Connected Schools reinforced our clear direction for positive whole school improvement.

---

## Achievement

The year 12 VCE and VCAL cohort achieved fine outcomes that included 24 students achieving ATARs over 90, with 8 students achieving ATARs over 95. Overall statistics reflected a median study score of 30.00, a mean study score of 30.00 and 7% of study scores over 40, above state average. Student destinations reflected positive outcomes including 97.85% receiving a tertiary VTAC first round offer (166 students) with 126 university places, 26 TAFE and 39 students to other pathways (Apprenticeship, Pre-Apprenticeship, traineeship, or employment).

Professional learning for staff is planned for 2022 to ensure the sharing and highlighting of purposeful and effective teaching practices and to increase accuracy of teacher judgements. The implementation of targeted Professional Learning Communities (PLC) in 2021 will further underpin and highlight the need for improved use of High Impact Teaching Strategies (HITS). Future professional learning will also focus on differentiation and metacognition strategies to enhance students learning growth.

In 2021 the differentiation of lesson content occurred with tiered approaches utilised across all year levels. Pedagogical approaches focussed on metacognition and the reinforcement of self-directed learning to enable motivated learners. Reviewed moderation practices enabled teachers to develop and apply a consistent and precise language of assessment to describe and discuss student learning growth.

NAPLAN results continue to be above state average with the strongest median performance in Year 7 Writing and in Year 9 Reading and Numeracy. The goal of increasing the number of students in high growth has been met with at least 25% at years 7 and 9 in the high growth quartile. Teacher judgements more accurately reflect NAPLAN results than in 2019, and through the AIP focus for 2022, RSC continues to work on providing greater opportunities for differentiation and extension with a focus on numeracy.

During remote and flexible learning our PSD students were ably supported by caring Educational Support (ES) staff and teachers in their online classes achieving their goals through customised IEPs. At designated times, PSD students attended the college onsite for 1:1 targeted teaching, and support to enable their continued connection with both peers and staff.

---

## Engagement

Online activities were devised to increase student connections including virtual guest speakers, online competitions, and lunchtime clubs. Once onsite learning returned, clubs and activities were reactivated such as: the Year 9 interGREAT program, the Duke of Edinburgh Camp to Mt Stirling trip, the Musical Production- 'Grease', music rehearsals, the end of year concert and the Year 7 Luna Park excursion.

Using MS Teams and Compass as the teaching and learning platforms both students and staff used synchronous and asynchronous modes to build and maintain connections.

Student assessment and reporting progressed both online and face to face. Parent student teacher (PST) online interviews were successfully organised and held using MS Teams online to enable active participation by both students and parents continuing to develop positive relationships. As in 2021, the work to include and engage with our Burmese families will be a priority. The need to provide access to and promote information in appropriate community languages and engage translation services is warranted.

Prioritisation of time in staff meetings to review engagement data and identify students at risk of disengagement is needed to continue to strengthen and communicate processes for identifying and referring students and parents/carers to external support agencies or community organisations. Students who previously experienced challenges in terms of their engagement connected strongly with the opportunities for agency during the remote and flexible learning periods.

RSC successfully introduced PLCs in 2021 with all staff involved in at least one cycle and most involved in two complete cycles. RSC was responsive to the staff needs and postponed the PLCs to work more deliberately on creating responsive lessons. Leadership coordinated support materials to help staff design targeted lessons and provided professional learning for staff through the Learning Specialists. Our PLCs in 2022 will focus on strategies to continue building student agency in the classroom and focus on differentiation. Programs such as the High Ability Program (HAP), the Achievement, Excellence and Commitment (ACE) accelerated class and MYLNs were implemented to continue to support the diversity of our students.

Student attendance both onsite and in flexible and remote was above state average, around 96% reflecting a strong sense of connectedness with the students actively involved in their class activities and co curricula programs. Our college has a strong message to the community one of 'Respect' and has positively managed and prevented active bullying through targeted programs and classroom management strategies. Retention rates were consistently strong and throughout Years 9-12 students were well supported and counselled with streamlined and targeted Wellbeing and Careers Education programs.

---

## Wellbeing

Despite COVID restrictions that negatively impacted on or resulted in the postponement of events across the college our students were actively involved in musical, sporting, and other events both face to face or virtual. The end of year music concert, the senior music production, Bounce and Year 9 interGREAT continued to provide various avenues for social interactions, including guest speakers. The 'Our School' Alumni program actively encouraged RSC alumni to virtually present to students and the wider community about career pathways and subsequent professional employment opportunities.

To align with DET priorities the college explicit positive education program 'Bounce' was adjusted across Years 7-12 to ensure positive relationships was a key focus. 'Bounce' is reviewed and analysed using timely data such the Attitudes

to School Survey and attendance information. The student behaviour management model was reviewed, and changes implemented to compliment the 'Bounce' program throughout remote and flexible learning periods reflecting necessary adaptations. The targeted DET funding model for improving mental health and wellbeing has reflected in the introduction of programs 'I Can' and 'Raise' mentoring. The need to increase vocational pathways for senior students has been reflected in the commencement of the Head Start program which has enabled improved realignment of programs and practices across these year levels.

The student services teams (Wellbeing and Pathways) provided increased access for our most vulnerable students with personalised guidance and referrals to support services and external agencies.

Music and performing arts created a range of innovative approaches for the continuation of their music programs by holding online lessons and rehearsals for bands and choirs culminating in events such as the successful Jazz Night, recitals, drama performances and the successful musical production 'Grease'. Special events such as UROK day, Trivia Nights, Swimming Sports on the Oval, athletics, and online competitions provided students and staff with increased opportunities to engage and connect. The loss of the Central Australia tour, various camps and outdoor education experiences, interschool sport was particularly, strongly felt by students.

Ongoing wellbeing professional learning to reinforce staff capabilities is planned for in 2022 with the NESLI (Staff Wellbeing Toolkit) a key priority. During 2021 staff participated in professional learning organised through the Maroondah Positive Education Network (MPEN) and DET Fuse. A review of the Positions of Responsibility (POR's) aimed to balance administrative support and time, with improvement of student wellbeing and management provision a target strategy. Staff performance and development was reviewed using the Statement of Expectations (SoE) facilitated in an RSC Connect team, an initiative to create small staff wellbeing teams to connect both informally and formally.

---

## Finance performance and position

COVID-19 remote and flexible learning created additional expenditure for the CRT compensation program and expenditure in other areas decreased or was maintained at regular levels.

The college committed to support students in both remote and onsite settings, led by our proactive Wellbeing team through the reallocation of resources to maximise engagement and was prioritised with increased expenditure and additional staffing.

Equity funding provided physical resources for MYLANs, Accelerated Literacy and 'Strive' Year 10 programs. The Music Association parent group continued to support the college by fundraising in a variety of ways with raised funds spent on equipment purchases. Parents and staff notably work together to improve opportunities for access to our music and sport programs. The Heritage and Alumni group provide financial scholarships to compromised students to further their studies.

Professional learning expenditure increased so all staff were also provided with additional targeted learning directly linked to SSP Key Improvement Strategies (KIS) to focus on the development of skills in the use of online platforms. Minor environmental improvements were undertaken in readiness for the major capital works program for the STEM centre, due to commence construction in mid 2022.

**For more detailed information regarding our school please visit our website at**  
<https://www.ringwoodsc.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 1600 students were enrolled at this school in 2021, 805 female and 795 male.

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

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

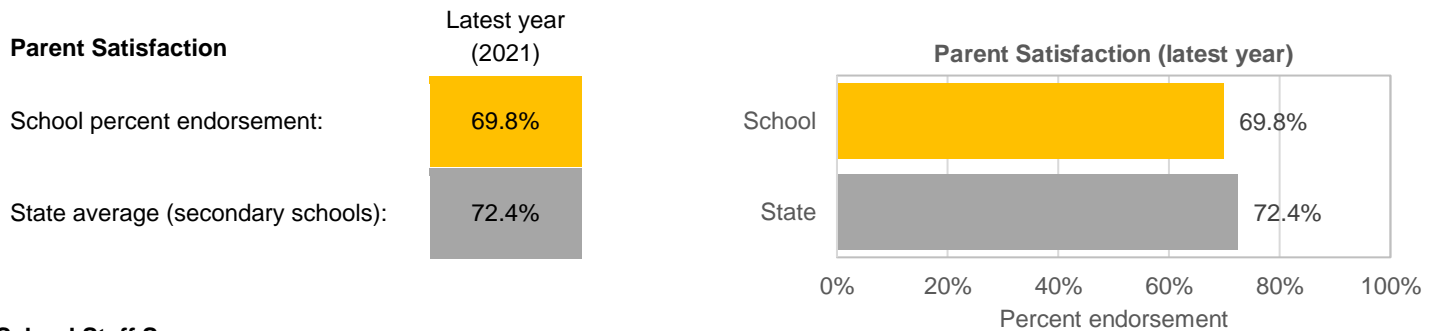
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

### Parent Satisfaction Summary

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

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

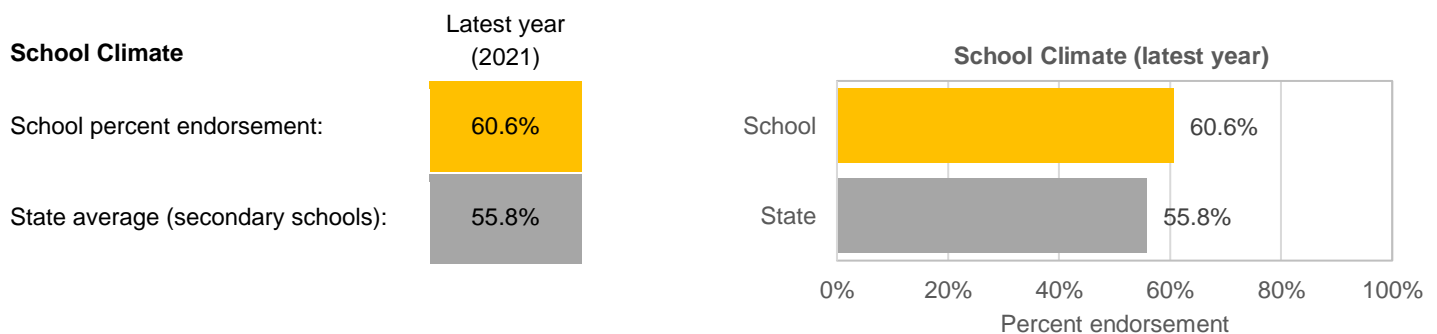


### School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

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

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.





## ACHIEVEMENT

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

### Teacher Judgement of student achievement

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

#### English Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

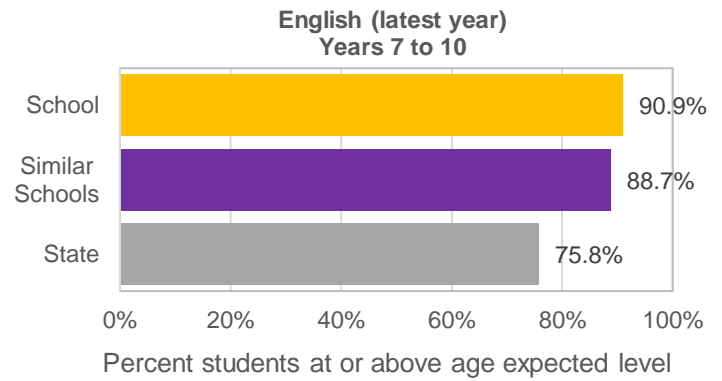
90.9%

Similar Schools average:

88.7%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

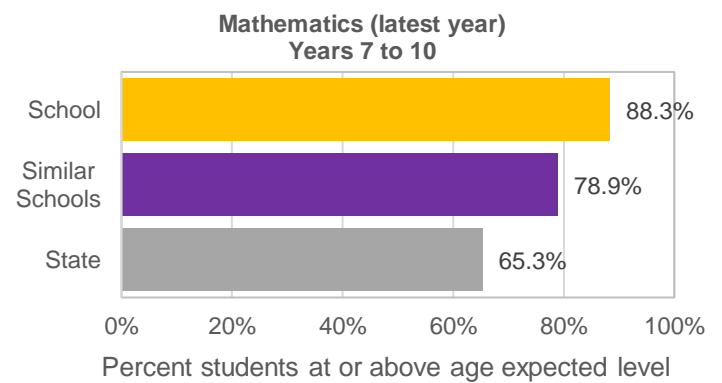
88.3%

Similar Schools average:

78.9%

State average:

65.3%



**ACHIEVEMENT (continued)**

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

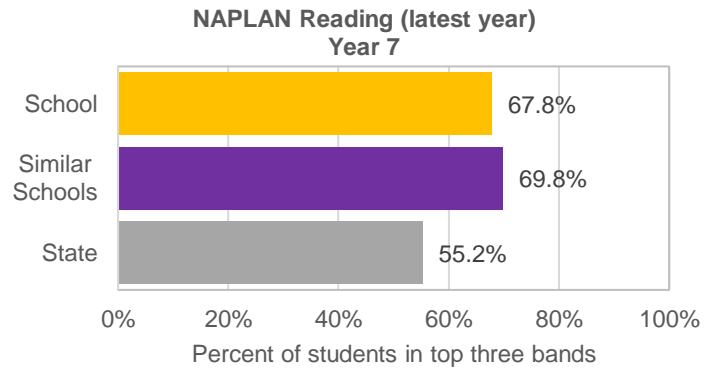
**NAPLAN**

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

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

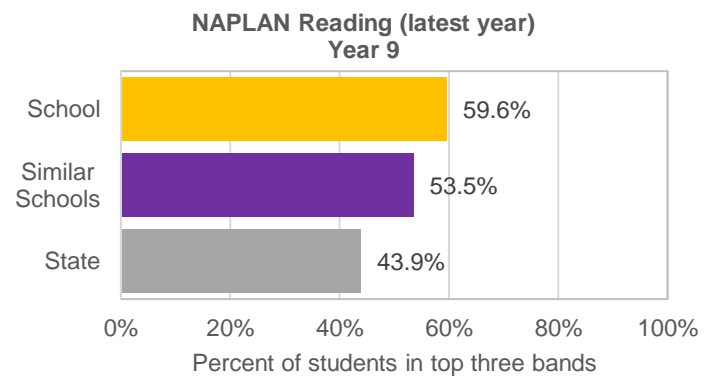
**Reading  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	67.8%	70.6%
Similar Schools average:	69.8%	68.9%
State average:	55.2%	54.8%



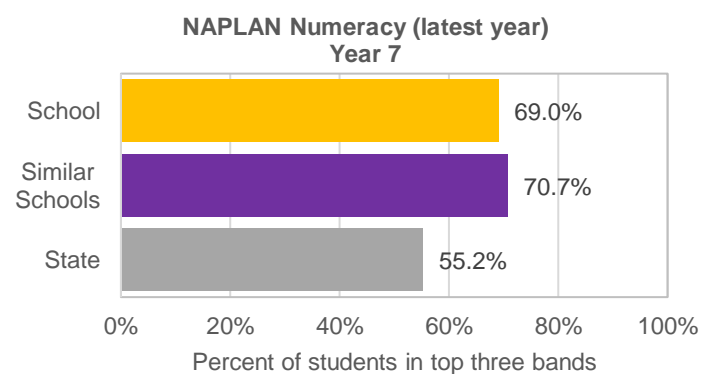
**Reading  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	59.6%	54.3%
Similar Schools average:	53.5%	56.0%
State average:	43.9%	45.9%



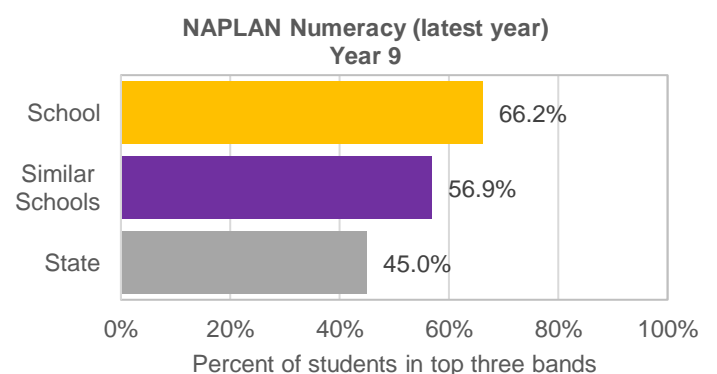
**Numeracy  
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.0%	74.4%
Similar Schools average:	70.7%	70.4%
State average:	55.2%	55.3%



**Numeracy  
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	66.2%	65.8%
Similar Schools average:	56.9%	59.1%
State average:	45.0%	46.8%



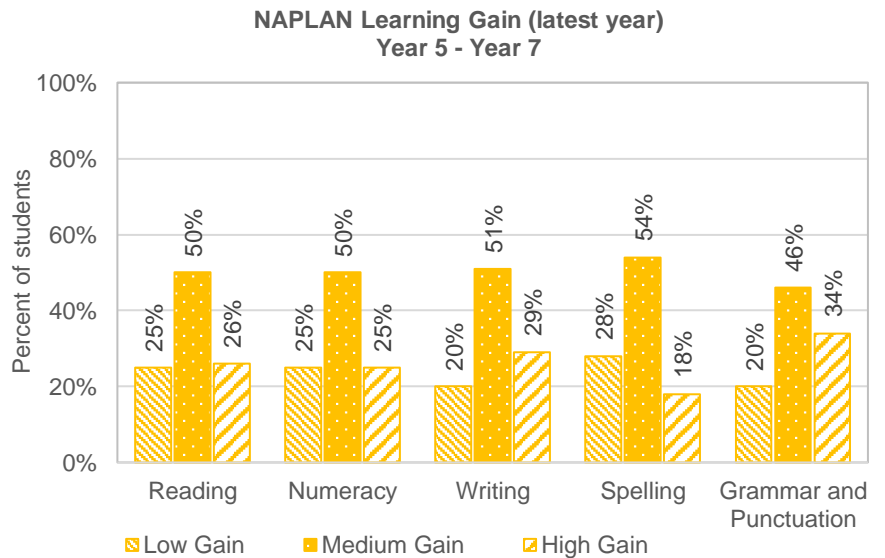
**ACHIEVEMENT (continued)**

**NAPLAN Learning Gain**

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

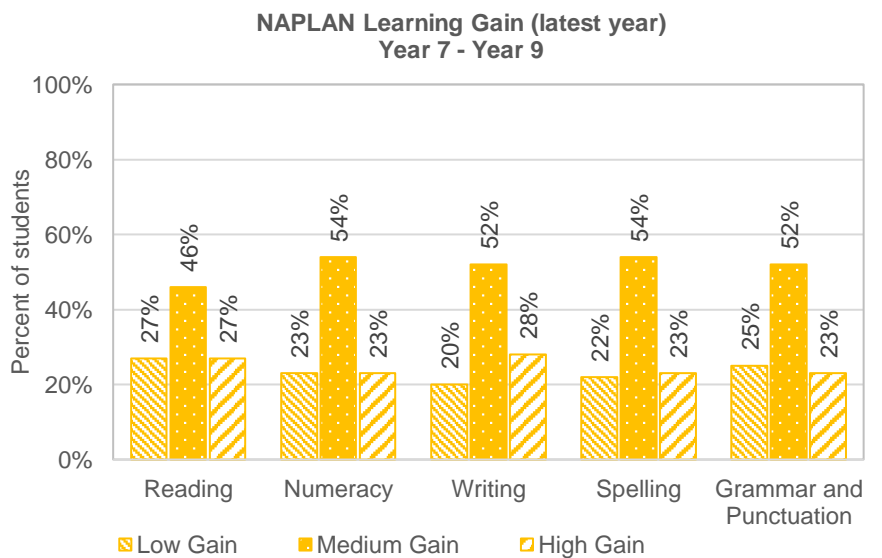
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	50%	26%	26%
Numeracy:	25%	50%	25%	25%
Writing:	20%	51%	29%	25%
Spelling:	28%	54%	18%	26%
Grammar and Punctuation:	20%	46%	34%	25%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	27%	46%	27%	26%
Numeracy:	23%	54%	23%	24%
Writing:	20%	52%	28%	26%
Spelling:	22%	54%	23%	26%
Grammar and Punctuation:	25%	52%	23%	25%



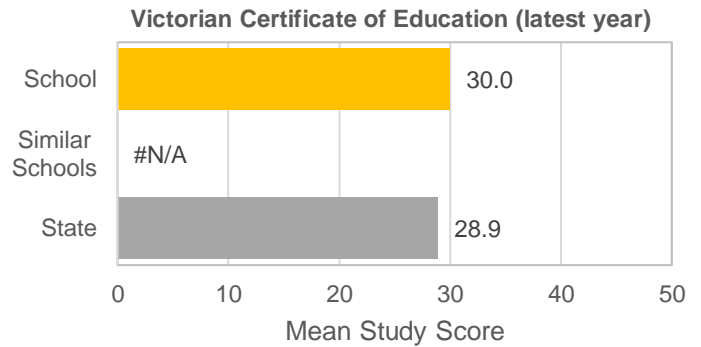
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

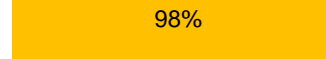
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

The maximum student study score is 50 and the state-wide mean (including government and non-government schools) is set at 30.

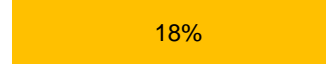
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	30.0	30.0
Similar Schools average:	29.6	NDA
State average:	28.9	28.9



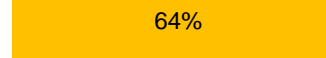
Students in 2021 who satisfactorily completed their VCE:



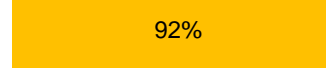
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



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.

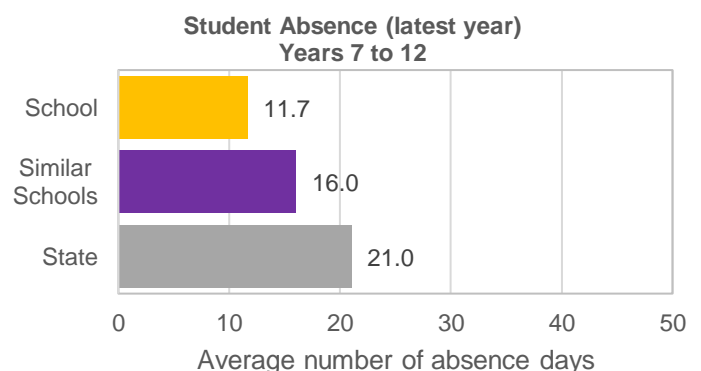
## ENGAGEMENT

**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:	11.7	11.3
Similar Schools average:	16.0	15.3
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

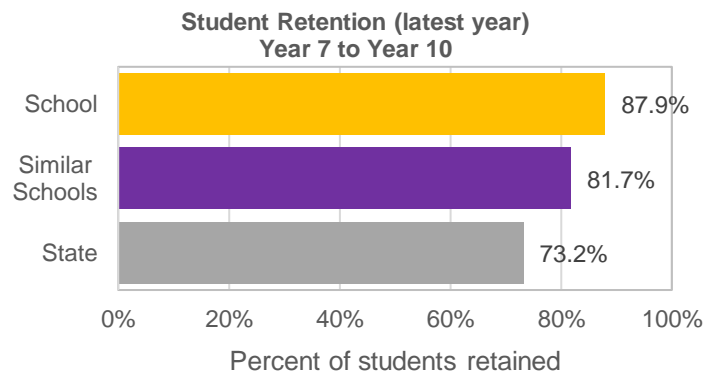
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	92%	93%	95%	95%	96%

**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:	87.9%	86.9%
Similar Schools average:	81.7%	79.7%
State average:	73.2%	72.9%



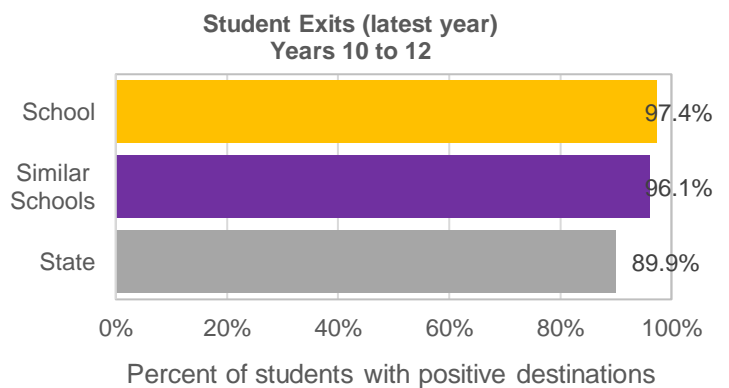
**Students exiting to further studies or full-time employment**

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

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

**Student Exits Years 10 to 12**

	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	97.4%	96.4%
Similar Schools average:	96.1%	95.0%
State average:	89.9%	89.2%



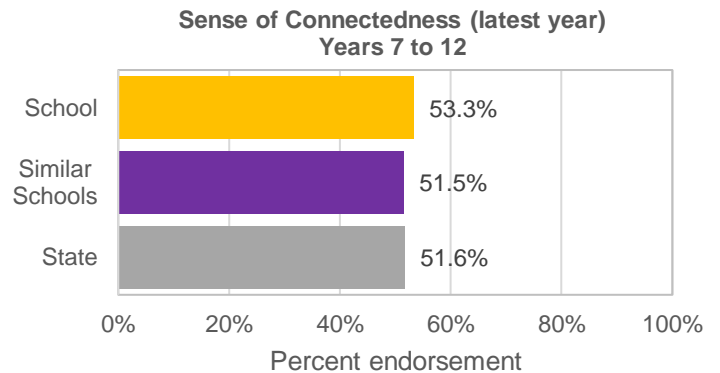
**WELLBEING**

**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:	53.3%	55.3%
Similar Schools average:	51.5%	54.6%
State average:	51.6%	54.5%

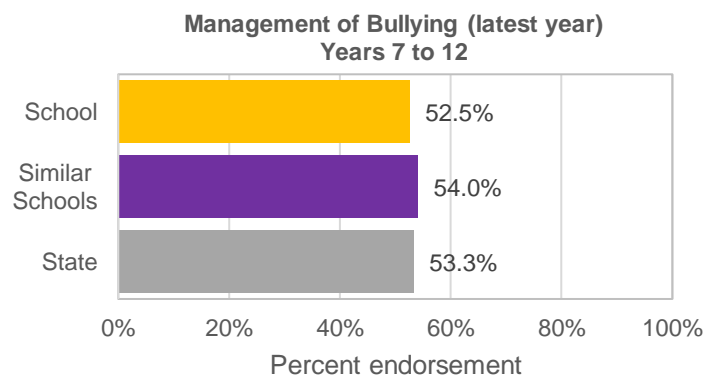


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**Student Attitudes to School – Management of Bullying**

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	52.5%	58.9%
Similar Schools average:	54.0%	57.6%
State average:	53.3%	56.8%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$15,530,230
Government Provided DET Grants	\$2,921,647
Government Grants Commonwealth	\$42,784
Government Grants State	\$12,745
Revenue Other	\$85,288
Locally Raised Funds	\$3,625,844
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$22,218,539</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$166,765
Equity (Catch Up)	\$50,315
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$217,079</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$17,476,659
Adjustments	\$0
Books & Publications	\$5,894
Camps/Excursions/Activities	\$790,345
Communication Costs	\$42,316
Consumables	\$383,193
Miscellaneous Expense <sup>3</sup>	\$1,693,012
Professional Development	\$48,799
Equipment/Maintenance/Hire	\$356,261
Property Services	\$393,376
Salaries & Allowances <sup>4</sup>	\$1,363,563
Support Services	\$749,907
Trading & Fundraising	\$683,241
Motor Vehicle Expenses	\$20,479
Travel & Subsistence	\$0
Utilities	\$179,824
<b>Total Operating Expenditure</b>	<b>\$24,186,870</b>
<b>Net Operating Surplus/-Deficit</b>	<b>(\$1,968,332)</b>
<b>Asset Acquisitions</b>	<b>\$37,206</b>

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 10 Mar 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

**FINANCIAL POSITION AS AT 31 DECEMBER 2021**

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$690,932
Official Account	\$216,652
Other Accounts	\$46,623
<b>Total Funds Available</b>	<b>\$954,207</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$954,207
Other Recurrent Expenditure	\$22,236
Provision Accounts	\$0
Funds Received in Advance	\$225,627
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$103,871
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$215,000
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$83,771
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,604,712</b>

*All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.*