

# 2021 Annual Report to The School Community



**School Name: Montmorency Secondary College (8068)**



**MONTMORENCY**  
SECONDARY COLLEGE

- 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 27 April 2022 at 03:58 PM by Frances Ibbott (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 06 May 2022 at 08:37 AM by Matthew Trounce (School Council President)

# How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

### School Profile

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

### Achievement

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

### Engagement

Student attendance and engagement at school, including:

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

### Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

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## Considering COVID-19 when interpreting the Performance Summary

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

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

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

## How to read the Annual Report (continued)

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

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

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

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

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

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

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

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### What is the 'Victorian Curriculum'?

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

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

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

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

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

## About Our School

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### School context

Montmorency Secondary College is a large, co-educational Year 7 to 12 College situated approximately 20 kilometres north-east of the Melbourne CBD. Our current enrolment of more than 1134 students is accommodated in a single campus bordered by park reserves and the Plenty River. The school motto is 'Pride in Achievement'. Our core values are Courage, Friendship, Achievement, Trust, Happiness and Teamwork. Our Purpose Statement 'encourages students and staff to achieve their personal best in an environment that promotes excellence and responsibility and recognizes individual differences'.

The College is organized into six Sub-Schools with a strong Home Group/Pastoral Care focus at each year level. We offer extensive VCE/VCAL and acceleration options for years 10-12 and a Core/Elective structure from years 8-10 that encourages students to take ownership of their studies and extend their talents. Student leadership and successful transition into and leaving school are continuing priorities. Important features of the College include its highly acclaimed Student Leadership Program, a genuine and powerful student voice, and strong links with our local community.

The College is set in an attractive park-like environment. Our amenities include a 420-seat auditorium, a modern twin court basketball stadium/sports complex, a Year 12 Study Centre, a well-resourced Library, high-quality Food and Materials Technology Centre and fully networked ICT facilities throughout. We also have a gymnasium and share neighboring sports ovals and an athletics track with the local community. A major \$14 million redevelopment and refurbishment of existing buildings and grounds has just been completed. Four years ago we completed a highly successful and comprehensive school peer review and are now in our final year of a subsequent four-year Strategic Plan. An on-going commitment to quality teaching and learning has seen our VCE results consistently improving on past years.

The College has 102.6 effective full-time staff (EFT), comprising 3.0 Principal Class, 78 Classroom Teachers, 3.3 Learning Tutors, 1.0 Instrumental Music Teacher, 17.3 Education Support and Integration staff.

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### Framework for Improving Student Outcomes (FISO)

The College aims to increase student outcomes via a commitment to inclusive education and school community through developing a clear mission, a safe environment, close student-adult relationship, personalization of instruction designed to engage and challenge students in their learning and the flexible use of resources. We are focused on having all our students achieve success in literacy and numeracy and to engage with higher order thinking and life-long learning. Relationships are the key to our school culture and community. We work to ensure all students are engaged and achieve success. Our school is a safe, positive and connected place where every child's social and emotional wellbeing is developed and nurtured. Together we are building active and engaged global citizens who are aware of their influence on and contributions to the world around them. Our strategy is to empower our students to have ownership of their learning and their school.

By creating measurable excellence in teaching and learning, increasing school connectedness for all stakeholders, and building a community that embodies the College values, we aim to create a sustainable learning environment that is valued by all. For us, this means empowering our students and giving them a real voice and agency. This includes setting clear expectations and improving results by creating and encouraging exemplar teaching and learning skills in an environment that is safe, nurturing and promotes individual and group well-being.

We delivered on our Key Improvement Strategies in 2021, however, some of the associated actions, strategies and professional development plans were modified to suit the continued period of remote learning. Montmorency continued to maintain a high level of student connectedness and delivered a personalised Remote Learning through the use of Google Classroom and Xuno - from year 7 to 12. Professional Learning Teams developed collaboration and consistent sharing of learning and lesson plans, including targeted Literacy and Numeracy tasks with both extension and support, ongoing feedback to both students and families and the delivery of explicit Professional Development for all staff to

engage students. Student learning programs were modified where needed to ensure student success and to enable successful transition back to on-site learning. It should be acknowledged that student learning confidence and resilience has been impacted as a result of the constantly changing learning spaces, and it is hoped that a focus on engagement and reconnection to school aids transition back and continuation of onsite learning.

Use of a wide range of data is now commonplace here; NAPLAN, VCE results, High Performing Schools surveys, Attitudes to School and targeted diagnostic testing, including On-Demand at years 7 to 9 are routinely collected and analysed. Triangulation and an onbalance view of the broad range of data sets allows the College as a whole, in year levels, by gender and individually to explore challenges and successes and where to further invest and enhance learning opportunities. In turn, the findings were distributed to inform and enhance learning approaches and target whole faculty and individual teacher performance.

Learning Specialists in key roles has enabled us to continue a focus on classroom best practice, share professional learning, explore pedagogical approaches and use them to support the School Improvement Team. Excellence in Teaching and Literacy/Numeracy and Student Well-Being remained paramount goals of the College.

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## Achievement

Despite another prolonged period of Remote Learning in 2021, a notable achievement of the College has been in the maintaining of student outcomes and results. Whilst there was significant student fatigue with remote learning, most students performed well under the circumstances and VCE results held up well with the College retaining and recording a mean study score of 29. While 97% of students successfully completed their VCE. 97% % of Senior VCAL students also completed their courses. Student attendance from years 7-12 remained above similar and state averages.

Staff Professional Learning Teams developed considerable online resources and developed new ways to monitor and assess learning. Learning Specialists developed Professional Development modules for staff in virtual teaching and remote classroom techniques; as a result staff IT knowledge and skill has grown substantially; these 'new' skills should be of great value to students and the college community in 2021 and 2022.

The Teaching and Learning Team introduced strategies and recommendations for the online portion of the year. Designated 'study periods' were incorporated into the online school timetable. Health and Human Relations classes were adapted to reflect individual emotional and social needs; practical classes like Food Technology and Woodwork adjusted to tasks and project-based lessons that could be done 'at home'. Physical Education adapted by setting individual physical challenges for students. From year 7-10, curriculum expectations were made more flexible, Google Classroom was extensively employed to 'roll out' flexible and engaging options for students that incorporated short videos, podcasts and online quiz material to supplement and support webex classtimes. Major Assessment tasks were clarified early in each teaching unit to ensure all students remained focused and knew what to expect. Many of these resources will continue to be used in 2021.

The students demonstrated their resilience on returning to Term 4, with a sense of community and a readiness to learn. Staff completed numerous assessments to determine learning progress and to establish learning priorities for Term 4. There was a significant range in the degree in which students engaged and completed remote learning tasks. Some students demonstrated higher than expected learning growth and others were negatively impacted. The Tutoring Learning Initiative will support targeted teaching goals for many students throughout 2021.

Key Improvement Strategy: Development of the Professional Learning Community approach by using the improvement cycle to build teacher capacity implementation was delayed due to remote learning but continues to be a focus in 2022. The continuation of the Tutoring Learning Initiative in 2022 has allowed for the ongoing levels of support to ensure that student are able to engage with the learning, and students' learning monitored and tracked. In 2022, we will again work closely with MYLNS literacy and numeracy team, learning specialists and tutors to continue to build teacher capacity to provide explicit, targeted instruction for our students with a particular focus on the development of numeracy.

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## Engagement

Connectedness to school, positive relationships and student engagement in learning remain core goals at the College. Whilst our attendance figures remain pleasing, with student absences continuing to fall below the median of all Victorian Government schools, we aim to further improve our strategies for managing absences. Our Education Support staff that have been allocated to the Junior/Middle and Senior school and regularly monitor student absences. Parent contact is made with plans put in place for students to return to school. We provide an extensive teaching and learning program, including a wide range of elective choices, the opportunity to accelerate in VCE, as well as alternative VET and VCAL pathways. We offer a broad range of senior subjects and thus we maximize student choice, enhancing student engagement and wellbeing. Careers Education Framework, including Morrisby and Career Action Plans have been introduced to all students in Junior School and are continued well into year 10 and beyond. These programs are embedded throughout the College and link in with those in Senior School to lead onto further study and career options.

At Montmorency, we offer our Senior School students (Years 10-12) a wide range of programs which include TAFE Tasters, Career Expos, Tertiary Information Evenings, visits to Tertiary Institutions, together with more individually based programs where necessary. In 2021, these were obviously interrupted but alternative strategies were developed; Year 12 students were closely monitored by their mentor teachers and selected staff who made daily contact with 'at risk' students who were absent. Careers Information session was held online through Webex for students and parents. Again, we provided access to families for student progress conversations through Parent-Teacher interview, making use of the technology through WebEx video calls or phone calls. The information sessions for the Elective program were also held online last year for years 8-10 and were recorded and made available for parents to access. These generated considerable interest from our students and community.

From Year 9 onwards, our Careers Manager and the Senior School Team take responsibility for working with every individual student to discuss education, future learning and pathways options to ensure that all students were fully aware of all available options and choices. As a consequence, retention rates, well-being and connectedness among our students was significantly above State averages. The needs of our student population do vary and our staff are continually refining and crafting our programs to suit those needs. We are considering the potential for continuing some of the online initiatives first developed during 2021 into future years due to the flexibility needed for working families.

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## Wellbeing

Feedback data from the Student Attitude to School Survey remains very positive, especially in comparison to similar schools. Student sense of connectedness and management of bullying incidents remains higher than similar and state averages. Year 7 and Year 12 data is outstanding. Student connectedness following remote learning has been a priority within the College, managing student relationships and connections, engagement in learning and redevelopment of social learning opportunities. Student leadership remains a strong and popular focus within the College and continually, a wide range of students from years 7-12 undertake various leadership roles, spanning a wide range of activities and community projects. Due to Covid restrictions and the adoption of flexible and remote learning for much of 2021, the College leadership program was scaled back and camps for years 8 & 9 were cancelled. Home Groups have remained an important connection point for staff and students, and creating a space for connection and engagement activities. During Remote Learning, Home Group teachers undertook important roles in making regular contact with their groups and identified absences or struggling students. These were referred to the Well-being Team who followed up individual students and families.

Online mental health logs were used by homegroup teachers to further connect with their students and to help them to support students to reengage and connect after a disrupted and fractured couple of years. Health and Wellbeing was also prioritized for our staff, whereby at the start of 2021 we had a guest speaker Dr Richard Chambers present to our whole staff on 'The Science of Mindfulness'.

Our focus was on ensuring that we were developing the structure and processes to select students into the TLI (Tutor Learning Initiative) and ensuring that we were able to employ tutors to undertake this role.

In Term Four, 'Welcome back' days were organised for years 7-11 students returning to staggered onsite learning. Year 12 students were supported with engagement opportunities, additional study sessions and preparation for exams on return to school. Particular focus was made in celebrating their end of Year 12, with a Graduation Ceremony run onsite for students and broadcast to parents through WebEx. The Year 7-11 Orientation Program at the end of the year focused on learning and connection, with a 'ReConnect ReEngage' focus that allowed for learning about the subjects they would undertake the following year, balanced with special elective subjects student choice and hands on learning, school-based excursions, outdoor activities and a whole school picnic. Student, staff and family feedback has shown that the focus on connection was vital in the return to onsite learning, increasing opportunities for social connection balanced with learning. Revisiting the data with our students showed their attitudes have become more positive. To support this, the College continued its new sub school structure of 'dedicated' Junior and Middle Schools with a strong focus on Transition programs, Pastoral Care and timely interventions where necessary. Virtual school tours and a restructured Orientation Day for Grade Six students and parents were well attended and generated considerable interest in the community.

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## Finance performance and position

Montmorency Secondary College finished 2021 with an annual surplus of \$93,979. Funds were received from a variety of sources, including the SRP, Commonwealth Provided DET Grants and Locally Raised Funds. Locally raised sources of funding included parent contributions towards camps and excursions, parent contributions towards Essential Student Learning Items (ESLI) and the hire of school facilities.

Covid Lockdowns in 2021 reduced the revenue received in 2021, and the College ensured it decreased its operating expenses in line with revenue received. The College took the opportunity to initiate or complete required works with minimal disruption to 'normal' school life for the students; including \$76,209 in repainting P Block, \$51,787 in installing LED lighting, \$9,500 in new flooring for P1 and \$13,475 in installing new cabinetry in P1. Moving into 2022 the College is focusing on ensuring it has funds available to augment the major basketball stadium upgrade which is due for completion in 2022, as well as reviewing fencing and signage, and scoping out flooring solutions for the four locker bays.

All funds received from the Department of Education, 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 of Education policies, School Council approvals and the intent / purpose for which funding was provided or raised.

Montmorency Secondary College continues to operate in a strong financial position, and ensures its expenditure is student focused and targeted to improvements in teaching and learning.

**For more detailed information regarding our school please visit our website at**  
<http://montysc.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 1134 students were enrolled at this school in 2021, 555 female and 579 male.

2 percent of students had English as an additional language and 2 percent were Aboriginal or Torres Strait Islander.

### Overall Socio-Economic Profile

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

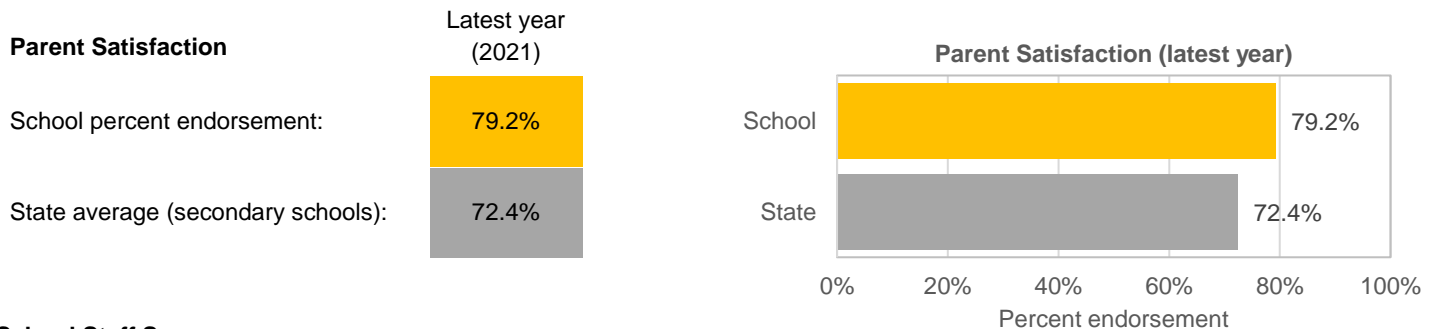
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

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

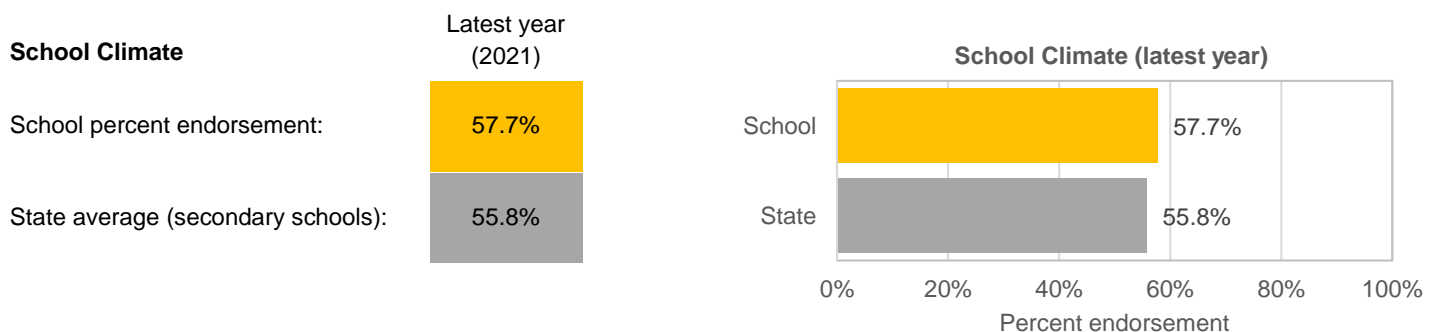


### School Staff Survey

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:

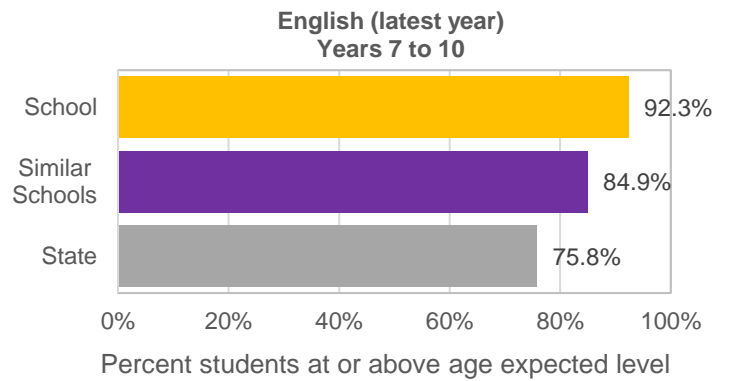
92.3%

Similar Schools average:

84.9%

State average:

75.8%



#### Mathematics Years 7 to 10

Latest year  
(2021)

School percent of students at or above age expected standards:

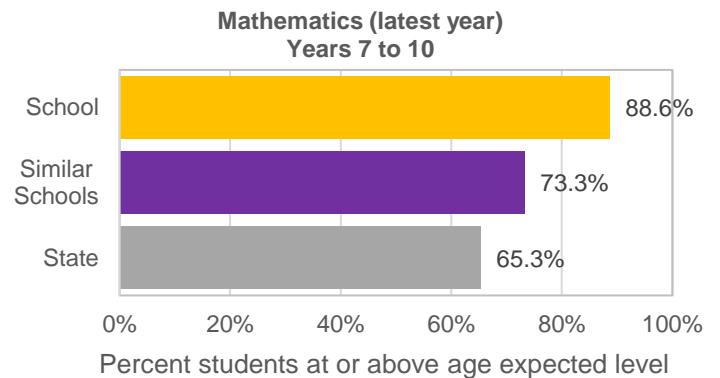
88.6%

Similar Schools average:

73.3%

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.

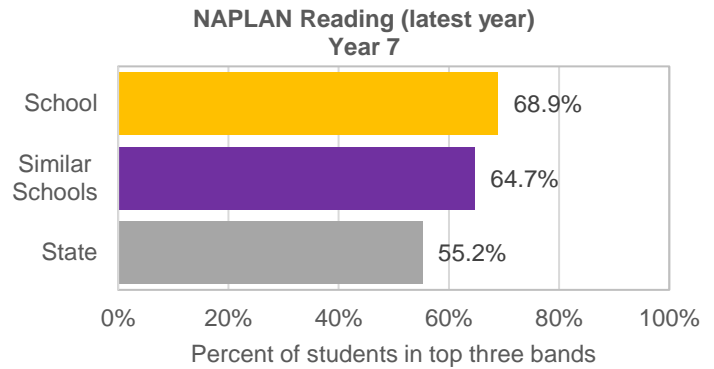
**NAPLAN**

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.

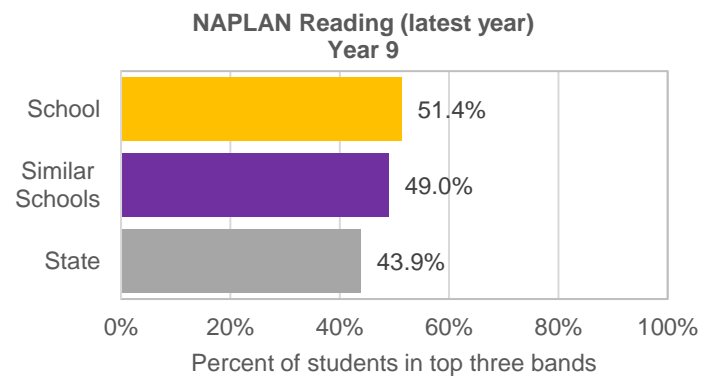
**Reading Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.9%	66.6%
Similar Schools average:	64.7%	64.0%
State average:	55.2%	54.8%



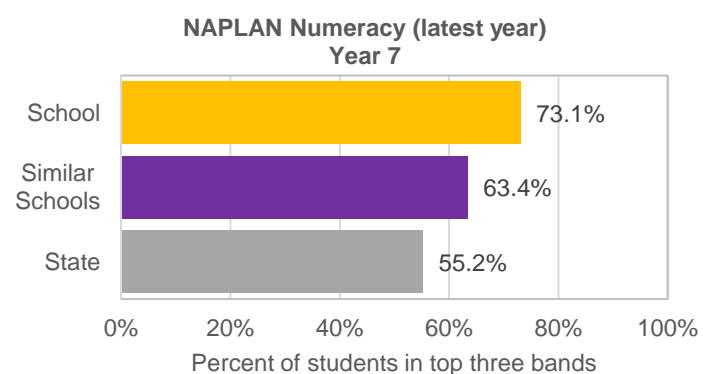
**Reading Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	51.4%	54.6%
Similar Schools average:	49.0%	51.7%
State average:	43.9%	45.9%



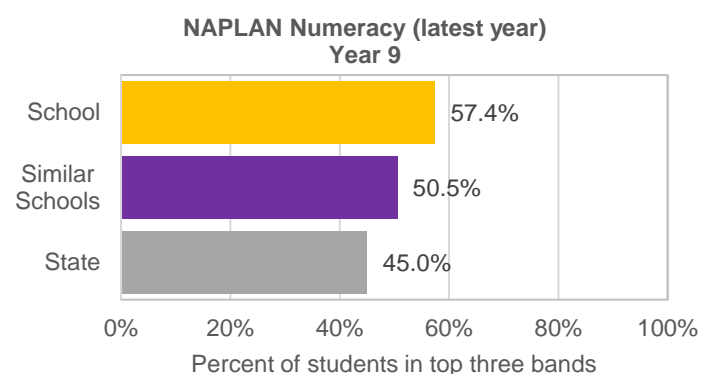
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	73.1%	69.2%
Similar Schools average:	63.4%	63.9%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.4%	55.8%
Similar Schools average:	50.5%	52.3%
State average:	45.0%	46.8%



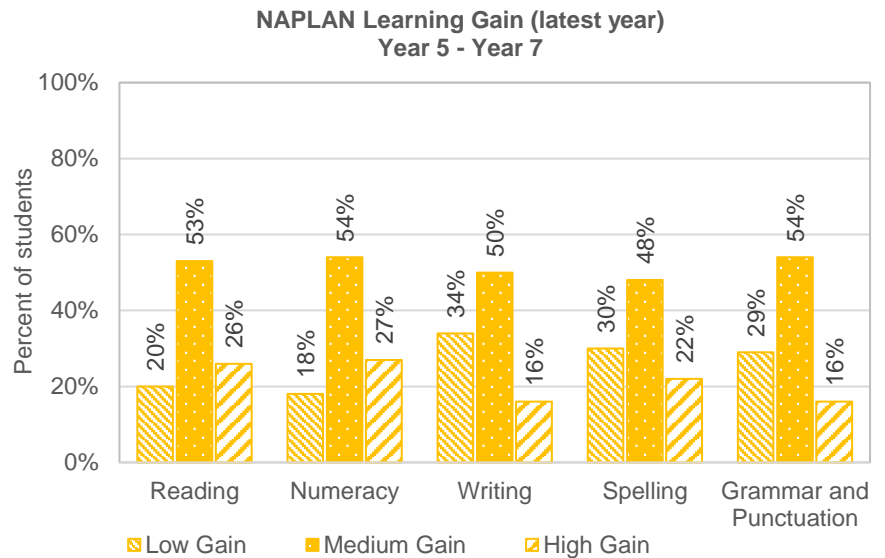
**ACHIEVEMENT (continued)**

**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'.

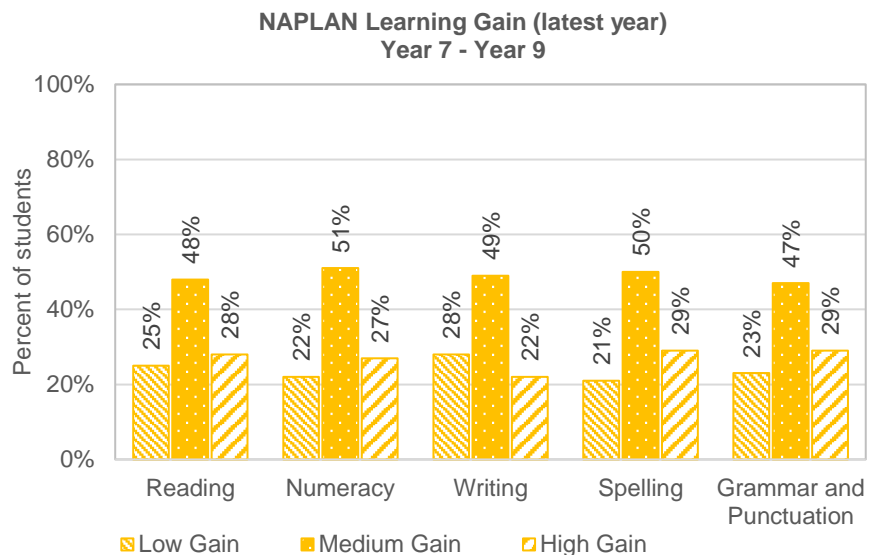
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	20%	53%	26%	22%
Numeracy:	18%	54%	27%	23%
Writing:	34%	50%	16%	24%
Spelling:	30%	48%	22%	23%
Grammar and Punctuation:	29%	54%	16%	23%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	25%	48%	28%	24%
Numeracy:	22%	51%	27%	24%
Writing:	28%	49%	22%	23%
Spelling:	21%	50%	29%	23%
Grammar and Punctuation:	23%	47%	29%	24%



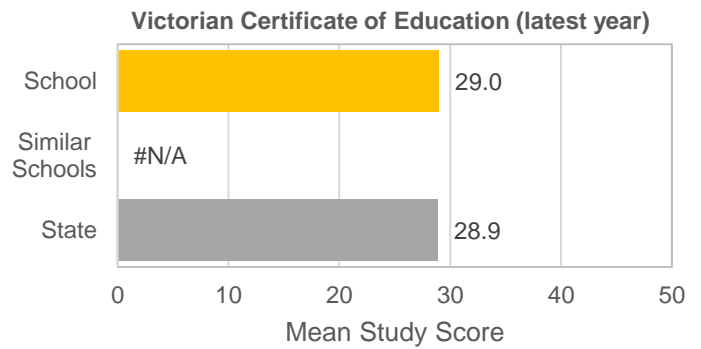
## ACHIEVEMENT (continued)

### Victorian Certificate of Education (VCE)

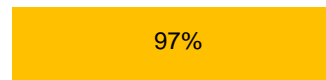
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

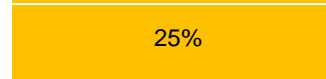
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	29.0	29.2
Similar Schools average:	28.8	NDA
State average:	28.9	28.9



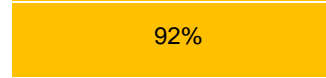
Students in 2021 who satisfactorily completed their VCE:



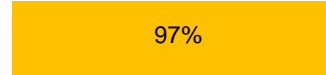
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



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.

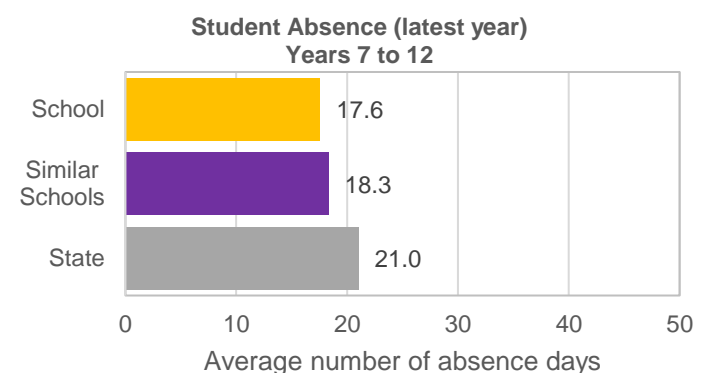
## ENGAGEMENT

**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:	17.6	17.3
Similar Schools average:	18.3	17.5
State average:	21.0	19.6



**ENGAGEMENT (continued)**

**Attendance Rate (latest year)**

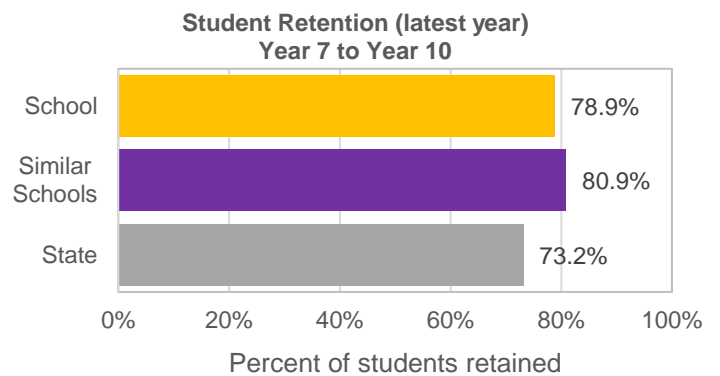
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	93%	91%	88%	90%	92%	94%

**Student Retention**

Percentage of Year 7 students who remain at the school through to Year 10.

**Student Retention Year 7 to Year 10**

	Latest year (2021)	4-year average
School percent of students retained:	78.9%	80.0%
Similar Schools average:	80.9%	79.6%
State average:	73.2%	72.9%



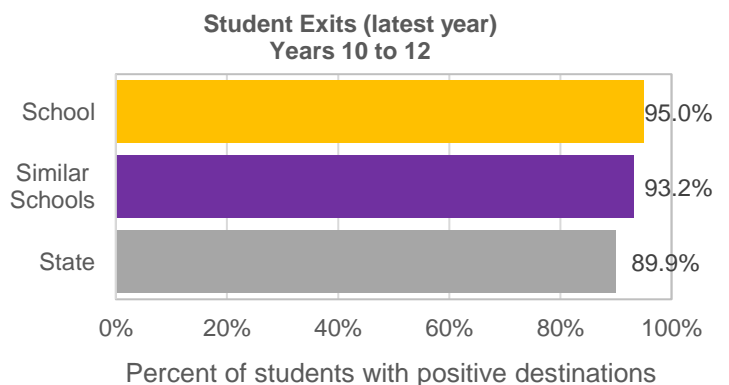
**Students exiting to further studies or full-time employment**

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:	95.0%	92.3%
Similar Schools average:	93.2%	92.4%
State average:	89.9%	89.2%



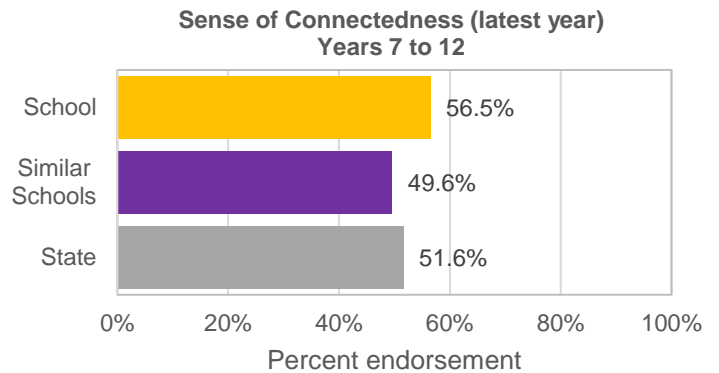
**WELLBEING**

**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:	56.5%	62.6%
Similar Schools average:	49.6%	53.1%
State average:	51.6%	54.5%

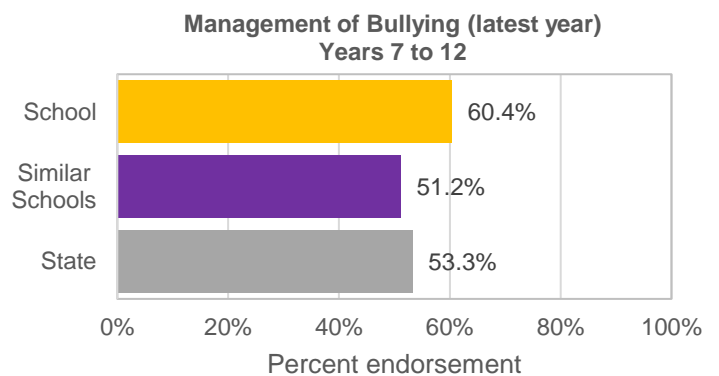


*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**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:	60.4%	66.4%
Similar Schools average:	51.2%	55.9%
State average:	53.3%	56.8%



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

# Financial Performance and Position

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

Revenue	Actual
Student Resource Package	\$11,435,955
Government Provided DET Grants	\$1,106,031
Government Grants Commonwealth	\$27,671
Government Grants State	\$10,429
Revenue Other	\$10,009
Locally Raised Funds	\$462,896
Capital Grants	\$111,270
<b>Total Operating Revenue</b>	<b>\$13,164,261</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$70,320
Equity (Catch Up)	\$34,306
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$104,626</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$11,299,839
Adjustments	\$0
Books & Publications	\$2,326
Camps/Excursions/Activities	\$307,010
Communication Costs	\$23,172
Consumables	\$292,224
Miscellaneous Expense <sup>3</sup>	\$45,525
Professional Development	\$11,246
Equipment/Maintenance/Hire	\$119,869
Property Services	\$309,005
Salaries & Allowances <sup>4</sup>	\$125,501
Support Services	\$253,968
Trading & Fundraising	\$24,086
Motor Vehicle Expenses	\$528
Travel & Subsistence	\$0
Utilities	\$123,625
<b>Total Operating Expenditure</b>	<b>\$12,937,924</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$115,068</b>
<b>Asset Acquisitions</b>	<b>\$61,420</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

Funds available	Actual
High Yield Investment Account	\$1,284,717
Official Account	\$39,149
Other Accounts	\$112,784
<b>Total Funds Available</b>	<b>\$1,436,650</b>

Financial Commitments	Actual
Operating Reserve	\$237,778
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$119,656
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$112,784
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$230,000
Asset/Equipment Replacement < 12 months	\$100,000
Capital - Buildings/Grounds < 12 months	\$601,432
Maintenance - Buildings/Grounds < 12 months	\$35,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
<b>Total Financial Commitments</b>	<b>\$1,436,650</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.*