

2021 Annual Report to The School Community



School Name: Melbourne Girls College (8819)



- 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 01 April 2022 at 03:28 PM by Tamara Stubley (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 01 April 2022 at 03:36 PM by Heather Pritchard (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

Melbourne Girls' College was established in 1994 on the banks of the Yarra River in Richmond, Victoria, and is a leader in innovative education. It provides enrolment opportunities for local, wider-Melbourne and international students to study inquiry and trans-disciplinary units in Years 7-9 followed by many Year 10, VCE, and VET subjects in the senior years.

The Melbourne Girls' College values provide the foundations of our strong community and is where students learn to "Lead and Achieve". We value:

Excellence - In our achievements and aspirations while always striving to give and be our best.

Teamwork - Together, we know we can achieve so much more. We strongly believe that effective communication and the celebration of individuality within the team are crucial elements to developing an effective team-based collaborative environment.

Diversity - We are a richer community when we consider all perspectives and recognise and celebrate the differences. We challenge our students to think critically about their own beliefs and examine the world in fresh ways to promote creativity and innovation in an authentic inclusive environment. We are proud of our commitment to inclusiveness and work to ensure all our policies, practices and programs are united.

In 2021, the school's enrolment was 1421.9 with students coming from diverse backgrounds and over 60 nationalities including 32 international students. Melbourne Girls' College has a low Student Family Occupation and Education index (SFOE) indicating a low level of social-disadvantage for the student population. The staffing profile of Melbourne Girls' College is made up of a College Principal, 3 Assistant Principals, 7 Leading Teachers, 6 Learning Specialists, 81.63 Teachers, 24.37 Education Support staff, and a Business Manager. There were no Aboriginal and Torres Strait Islander staff at the College.

The academic achievements of Melbourne Girls' College is strong and many of our students participate in Student Excellence Program and the MGC Learning Extension and Advancement Program (LEAP). The curriculum at Melbourne Girls' College is designed to equip students with the depth and breadth of knowledge, skills and capabilities they need for success. Students are encouraged and challenged to strive for personal excellence and we explicitly teach strategies, habits and dispositions that are deeply connected to a growth mindset. The English, Humanities, Languages, STEAM, International, and Wellbeing Programs are designed to build in each student the skills to collaborate and inquire at even more sophisticated levels. The school community takes pride in teaching students the transferable skills required to be global citizens and to challenge stereotypes particular in women's leadership, intercultural understandings, sustainability, ethical understandings, and philanthropy.

While our academic achievements are a publicly recognised strength of Melbourne Girls' College, we are equally committed to the personal, social and emotional wellbeing of our students. We recognise the intrinsic link between wellbeing and effective learning and have adopted a whole-school approach to wellbeing based on the Department's Visible Wellbeing Framework.

The college's house program creates a sense of belonging, and fosters enthusiasm, teamwork and leadership across a range of activities including annual swimming and athletics inter-house competitions. In addition to the sporting competitions, there are competitions in music, art, debating, chess, and public speaking.

The college prioritises and celebrates success and growth in the whole person and MGC has a strong focus on sporting endeavours, particularly in rowing, aerobics, dance, and other school sporting programs. The college invests in creative, artistic endeavours and experiences for students, particularly in the performing and visual arts and MGC has a thriving Australian Airforce Cadets program. The Sustainability Collective and environment projects are well known in the local and wider community.

Melbourne Girls' College has a dynamic School Council and Parents Association who continue to work collaboratively with the school to improve and build upon resources, impacting positively on student outcomes.

In 2022 the College will celebrate the opening of the 400 seat Performing Arts Centre that will serve both the school and the wider Richmond community.

Framework for Improving Student Outcomes (FISO)

In 2021, Melbourne Girls' College undertook an extensive self-evaluation process that informed the College Review Team. The review indicated that MGC is a high performing school and identified areas of importance to ensure ongoing improvement. This work led to the development of a new Strategic Plan with clear direction for the next four years, with a continued focus on:

- Learning growth for all students.
- Student personal growth and engagement for learning
- Student agency in learning

The college's Annual Implementation Plan (AIP) in 2021 was developed to focus on these areas. This included the professional learning around the implementation of Professional Learning Communities (PLCs), recognising the need to enhance our teacher collaborative practice. Additional Key Improvement Strategies included:

- Maximise DET initiative to support capacity building, student interventions and improvement work through Tutor Learning Initiative (TIL) and MYLNS.
- Developing strategies for differentiation to meet the learning needs for all students.
- Building data literacy across the college to inform and guide practice.
- Enhancing teacher capacity to respond to student wellbeing needs (including 4R's).

Staff and students needed to work remotely due to the COVID-19 pandemic at particular stages of the year. During this time, the college continued to centre the work around FISO to ensure students were supported and engaged. Staff continued to embed LEARN, MGC's Instructional Model in an online forum and the leadership team supported the capacity building of staff through regular professional learning structures (PLTs, online forums, webinars and one on one supports). The college sought feedback from staff, students, parents and carers to ensure that we were meeting the needs of our community as best we could during the remote learning period and with the return onsite. Changes in practice, teaching and learning time and assessments reflected the college's ability to adapt to the needs of our community, including the Parent, Student, Teacher Conferences which were held online in place of face to face.

The ongoing implementation of Rights, Resilience and Respectful Relationship initiative, that is all about embedding a culture of respect and equality across the entire school community is a continued priority for the college, and this work will have a clear focus moving forward.

Based on the advice from the Victorian Curriculum and Assessment Authority (VCAA), curriculum expectations and assessment guidelines were adapted to ensure equal access to a successful progression for all senior students. MGC assessed every student who completed a Unit 3 and 4 subject to ensure their level of disadvantage was taken into consideration.

Achievement

In 2021 in reference to teacher judgement in reading and writing, teachers assessed their judgments to be more in line with the NAPLAN data. The correlation between NAPLAN and teacher judgments have improved from 2019, compared with 2021. At Year 9 writing, teachers placed 9% of students at above expected levels, whereas in 2021 they were assessed at 18% above, indicating an improvement of 9%. This aligns more closely with our NAPLAN data, which shows that 27% of students are in the top 2 bands. For Year 9 reading, 11% of students were above expected level whereas in 2021 19% are above indicating an improvement of 8%. In 2021, NAPLAN data for reading indicated that

36% of students are in the top 2 bands.

This was not such an issue in numeracy. Whilst in reading and writing which can arguably be more subjective, teachers are apt to be cautious in their judgments. To counteract the correlation between NAPLAN (and VCE data) a working party was set up which answered to the curriculum committee and worked on improving consistency in the English/Humanities faculties. Rubrics were used by all staff when marking students' VCAA levels, previously rubrics had been used to assess Learning Tasks but not levels. These new rubrics used the PAT data directly when assessing reading and the VCAA samples when assessing writing. The correlation of the 2021 teacher judgements' data indicates that this approach was impactful, and will continue in 2022 with a roll out across other domains.

In relation to NAPLAN, students in Years 7 and 9 perform significantly above Similar Schools and the State average, with students tending to be in the top three bands of NAPLAN. The learning gain in reading is an improvement area for the college, with 23% of student achieving high learning gains compared with 27% of students from Similar Schools. However, the learning gain in writing was to be celebrated: 40% of students achieved high gain as compared with 27% in Similar Schools.

Teacher judgements in Years 7-10 for Mathematics show that 90.2% of students were at or above the expected level, which is higher than Similar Schools (81%) and the State average (65.3%). Our Year 9 NAPLAN results in Numeracy show that our percentage of students in the top three bands (4-year average) is higher than Similar Schools (76.5% vs 66.5%). However, our high learning gain data in Numeracy will be an area of focus in 2022 and beyond. When compared with Similar Schools, 23% of MGC students show high learning gain in Numeracy, compared to 28% in Similar Schools.

The college continues to have a strong focus on the improvement work of our senior school program. Despite the challenges of remote learning, 100% of students in 2021 satisfactorily completed their VCE. We achieved a mean study score of 33, which is higher than that in Similar Schools of 30.2 and the State average of 28.9. 16% of study scores were 40 or more and 7 students achieved an ATAR of 99.0 or above. 35.7% of students achieved an ATAR above 90.0 and 64.6% of students achieved an ATAR above 80.0.

Our 2021 Year 12 destination data is a celebration of the college's pathways program with 98% of students having received a university offer through VTAC with 20% of students having received more than one university offer.

The college has a continued key improvement strategy to build staff capacity to understand and use data and evidence as learning that will critically inform teaching and learning. This will allow staff and students to not only celebrate growth in learning but support the identification of stretch targets and improvement goals for learning. Into the future, MGC will continue to implement the next stage of the whole school literacy action plan and work to refine and implement a college wide numeracy action plan. We will also focus on improving the capacity of staff to extend, stretch and challenge students who are performing in the top bands of testing in NAPLAN, PAT and Alwal (Year 7) and working above the expected levels of teacher judgements.

Engagement

Despite the continued cycles of remote and face to face learning in 2021, the student attendance data was impressive. The college's 4-year school average for number of absence days was 13, which is lower than Similar Schools of 15.0 days and the State average of 19.6 days. Attendance rates at all year levels ranged from 92-95% in 2021. Our Continuity of Learning policy, along with the ongoing support and dedication of staff, ensured that families and students were supported during these difficult times. Staff provided clear guidelines on the work and learning to be completed during remote learning, the normal structure of the timetable was maintained (although the lesson times were reduced), and staff incorporated wellbeing activities into their lessons to provide opportunities for students to connect with their teacher and their peers. Additional supports were made available as required. For example, the Year Level Leaders and classroom teachers continued to check in with students and contacted home if there were concerns around attendance, engagement and/or completion of work.

When students returned to face-to-face learning, staff were encouraged to support students back into the classroom

environment and adapt the learning material and expectations accordingly. Supports such as the Tutoring Learning Initiative, Homework Club and Wellbeing support allowed students to readjust to the face-to-face environment.

The link between attendance and engagement is clearly communicated to parents and carers during the Parent Information evenings which occur during Term 1. We recognise that student attendance is a shared responsibility, and relies on all parties (students, staff and families) working together.

Students with high attendance are recognised and celebrated at Year Level Leader assemblies at the end of each semester. Year Level Leaders share best practice for monitoring attendance in regular Year Level Leader meetings. This includes sporadic absences, ongoing absences and punctuality.

The college has maintained an excellent Year 7-10 retention rate, as shown in the 4-year average (percentage of students retained from Years 7-10) of 84.5%, which is higher than both Similar Schools of 80.5% and the State average of 72.9%. Year Level Leaders embed a Course Counselling program to ensure that students are well informed when making subject selections and programs for the following year. The Careers and Pathways team worked closely with students across Years 9-12 ensuring up-to-date, relevant and consistent advice and information about pathways, tertiary courses and careers were provided, which focused on the individual interests and needs of students.

The school's exit destination data shows that 98.3% of Years 10-12 students in 2020 went on to further studies or full-time employment, which is again higher than Similar Schools of 96.5% and the State average of 89.9%.

Wellbeing

Despite 2021 being effectively the second year of lockdowns and the college having to adjust and adapt to a series of lockdowns, MGC was able to maintain its sense of connectiveness with students with a 56.8% positive endorsement. This is above Similar Schools of 52.5% and the State average of 51.6%. The 4 year average and the 2021 school percent endorsement sits at 61.5%, which is 4% higher than Similar Schools and near 3% above the State average. Similarly, the management of bullying by MGC continued on a positive trajectory with the four year average, improved by above 6% and above both the Similar Schools and the State average.

Through the Professional Learning Team (PLT) structure, small groups of staff linked through a common subject area, were able to collaborate on strategies to keep students connected. The Visible Wellbeing Program, based on character strengths and Positive Psychology was able to provide resources to the PLT aiming for a 'care over content' approach. Teachers were encouraged, no matter what they taught, that they were teachers of wellbeing. Linked with this was the formal wellbeing program from Years 7 to 10 where the Leading Teacher at each level ensured that students were able to feel connected and were provided with resources from the Wellbeing Learning Specialist. Students were encouraged at each level to listen, research, discuss and implement wellbeing strategies. Where previously activities might have been face to face, an equivalent was sought online. For example, the Year 8 Year Level Leader team provided a full day in September where outside providers set up activities including a dance party to facilitate connection amongst the cohort.

To avoid the downside of online learning, the timetable was condensed into one-hour sessions as in 2020. Teachers were encouraged to provide asynchronous learning so that students are not on their screen for a whole session and were encouraged to participate in off screen activities. That being said, anecdotally students liked the connection with their peers in the Teams meetings where lessons were conducted; brain breaks like question of the day, or dressing up as a character, or wear a silly hat, or find a sock and make a puppet etc. were popular. Student surveys also showed that students also appreciated connecting through group tasks where they had to research or problem solve and then present to the class.

Students at risk were supported by the Year Level Leaders who again tried to connect and in conjunction with the Mental Health Practitioner and the Psychologist reached out to families. The formal wellbeing program certainly addressed a range of issues across all year levels and this was complemented by external providers delivering workshops to emphasise key themes, for example in online bullying prevention and self care.

To further support this work a social worker was employed during 2021 to support the liaison of teachers, Year Level Leaders, families and students to keep students at risk connected in the online environment and help to reengage them when face to face returned.

Finance performance and position

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.

In 2021 the school managed its finances in line with DET processes and guidelines. There was a clear segregation of duties to ensure that prudent checks and balances were in place with regard to budgeting, receipting, and expenditure of funds. The school council, whilst responsible for overseeing the program and provision of timely reports to school council, has been supported by the Business Manager and Principal to provide financial leadership. The income for 2021 was \$21,915,549 which was \$1,601,815 more than 2020. This is due to revenue received in 2021 which will be utilized in 2022.

The financial commitments identifies a significant decrease due to the Performing Arts capital works project which was primarily funded in 2021. \$825,000 has been committed in 2022 to complete the project. The PA is anticipated to be finalised and in operation in June/July 2022. Major expenditure costs included staff salary increases across co-curricular SRP funded staff. This equated to an increase of \$468,620.

The net operating surplus in 2021 \$5,972,696 is more than 2020 \$4,594,339. Reasons for the increase included a higher than average collection rate for essential items (curriculum consumables), voluntary optional items and locally raised funds set aside for additional expenditure due to the impact of COVID-19 (eg CRT and activities). The college has maintained DET recommendation to have an operating cash reserve of at least 10% as at the end of 2021 school year.

During 2021 funds were expended in accordance with budget approved by school council. The continued support of locally raised funding accounted for 14.7% of the 2021 income. This high level of support allows MGC to offer the best possible facilities, resources and programs to it's students. An example of this is by the school's capacity to fund quite a number of capital major items such as air-conditioners, blinds, smartboards, carpets, IT equipment, air purifiers, solar panels and building upgrades.

Staff development continues to be supported in the firm belief that improved teaching will directly lead to improved student achievement. The school funds available amount of \$6,726,001 appears to indicate that MGC is in a very healthy financial position, and most of the funds in reserve are committed for projects to be undertaken in 2022/2023. MGC contingencies have allowed new leadership to navigate the COVID-19 implications affecting budgeted expectations. The full impact of the new Parent Payment policy introduced late October 2021 will not be known until end of 2022. New EBA conditions may also have a budgetary impact on MGC finances. Until then, budgets will be monitored to ensure that MGC continues to remain financially viable. Appropriate amounts have been expended in 2021 on student learning with pleasing and overall excellent student achievement noted across the college even during the challenging times of COVID-19, and changes in leadership structure over a period of the past 2 years.

For more detailed information regarding our school please visit our website at
<https://mgc.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 1454 students were enrolled at this school in 2021, 1454 female and 0 male.

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

Overall Socio-Economic Profile

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

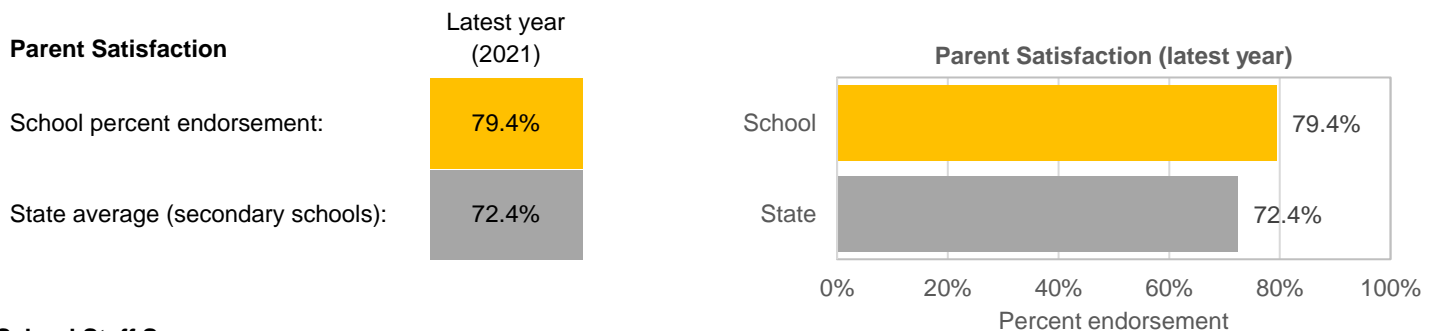
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

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

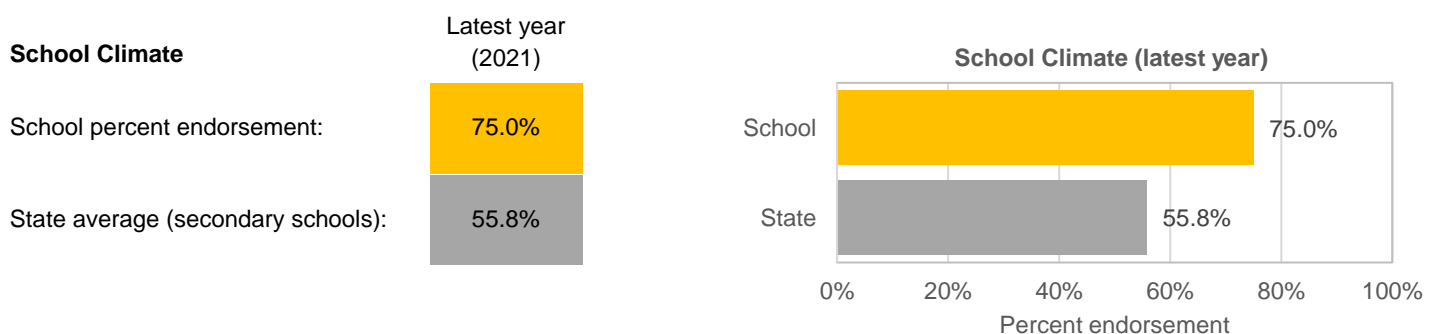


School Staff Survey

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

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

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



ACHIEVEMENT

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

Teacher Judgement of student achievement

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

English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

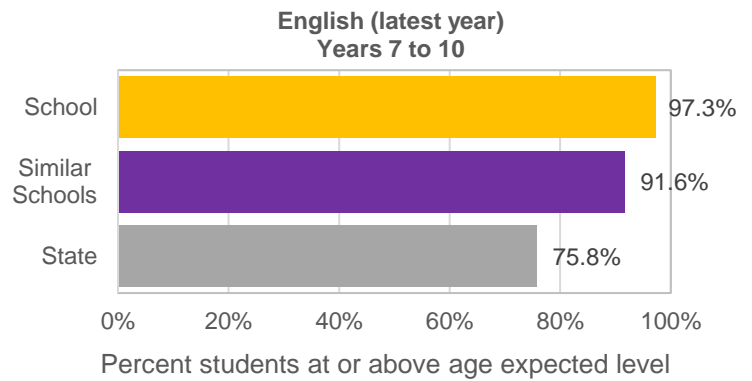
97.3%

Similar Schools average:

91.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

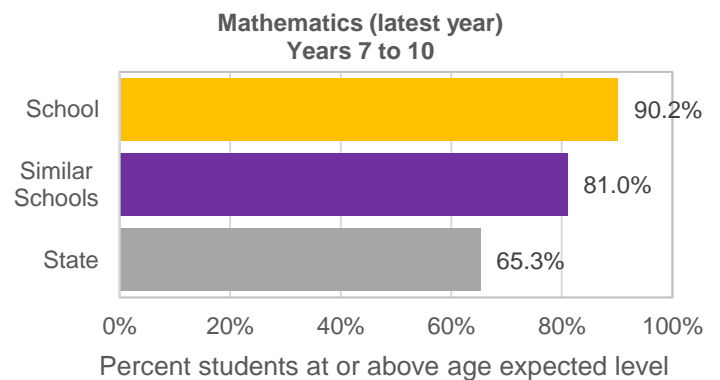
90.2%

Similar Schools average:

81.0%

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.

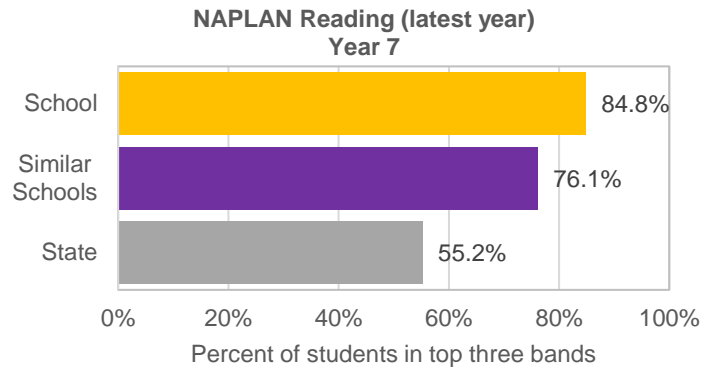
NAPLAN

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.

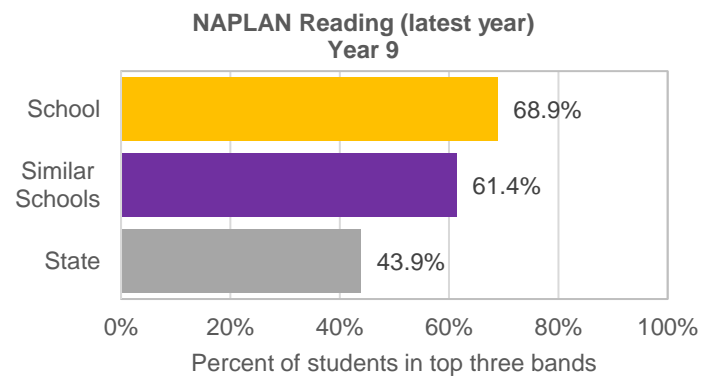
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	84.8%	84.8%
Similar Schools average:	76.1%	74.9%
State average:	55.2%	54.8%



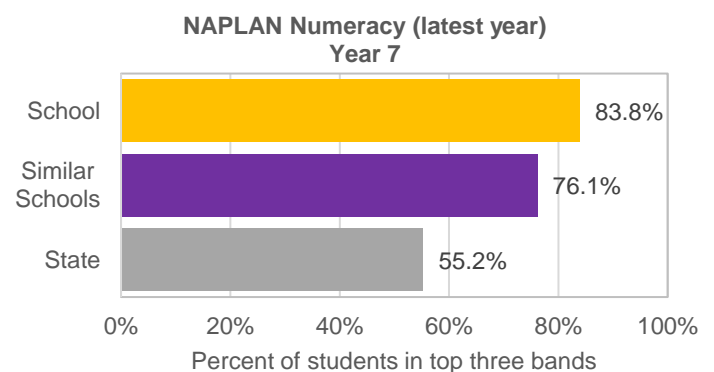
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.9%	77.8%
Similar Schools average:	61.4%	64.0%
State average:	43.9%	45.9%



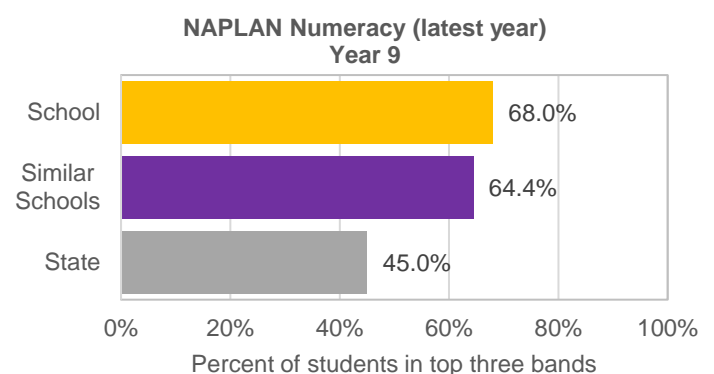
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	83.8%	83.5%
Similar Schools average:	76.1%	76.0%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	68.0%	76.5%
Similar Schools average:	64.4%	66.5%
State average:	45.0%	46.8%



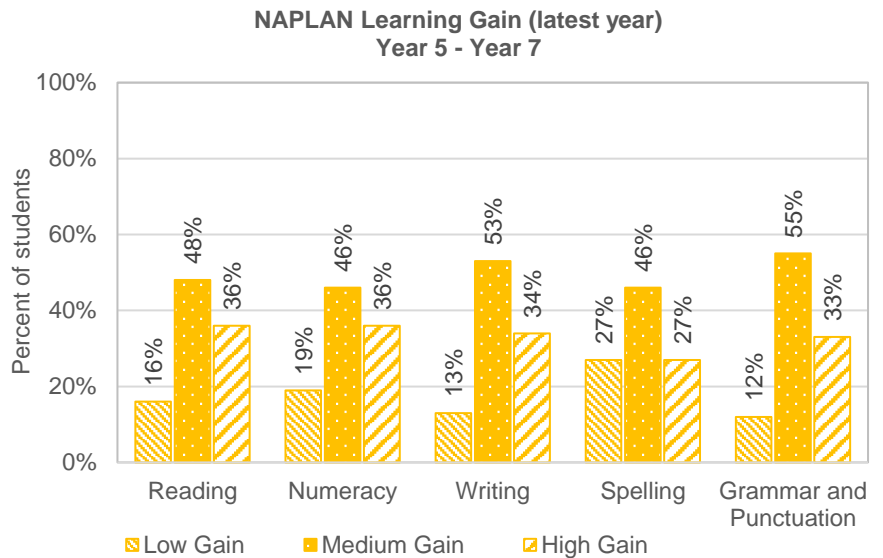
ACHIEVEMENT (continued)

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'.

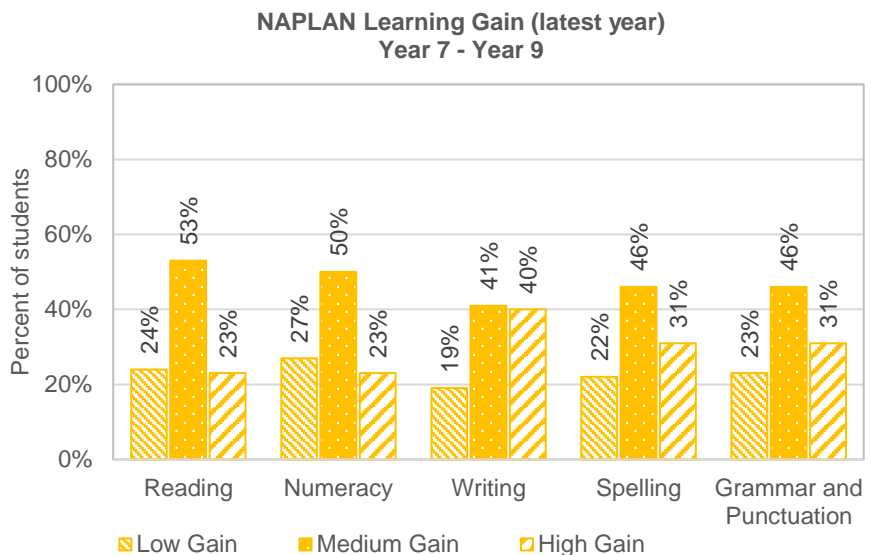
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	16%	48%	36%	29%
Numeracy:	19%	46%	36%	27%
Writing:	13%	53%	34%	28%
Spelling:	27%	46%	27%	27%
Grammar and Punctuation:	12%	55%	33%	27%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	53%	23%	27%
Numeracy:	27%	50%	23%	28%
Writing:	19%	41%	40%	27%
Spelling:	22%	46%	31%	30%
Grammar and Punctuation:	23%	46%	31%	27%



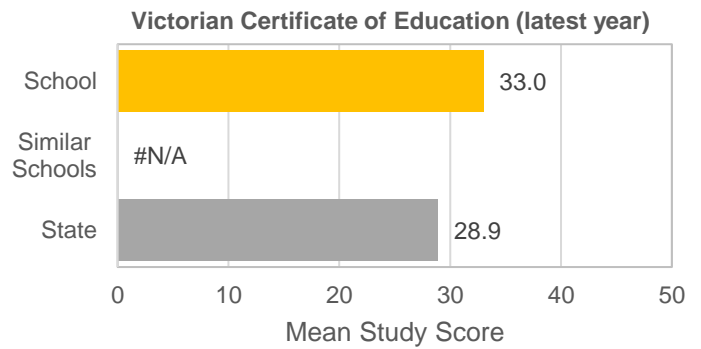
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

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

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

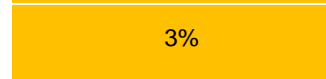
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	33.0	33.0
Similar Schools average:	30.2	NDA
State average:	28.9	28.9



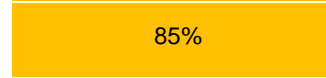
Students in 2021 who satisfactorily completed their VCE:



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.

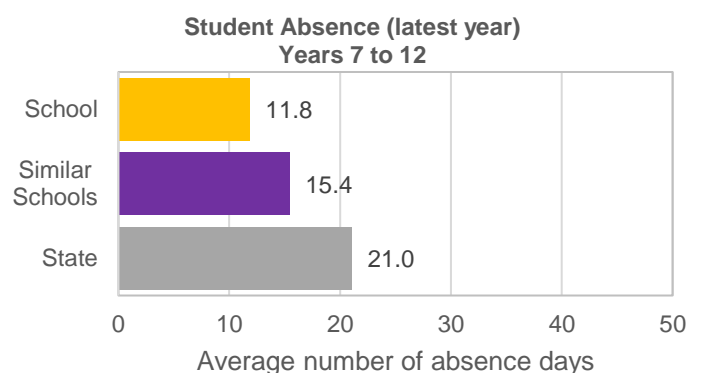
ENGAGEMENT

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:	11.8	13.0
Similar Schools average:	15.4	15.0
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

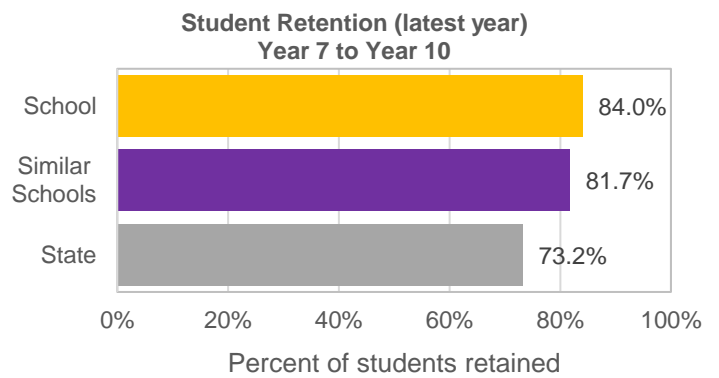
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	94%	92%	95%	95%	94%	95%

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:	84.0%	84.5%
Similar Schools average:	81.7%	80.5%
State average:	73.2%	72.9%



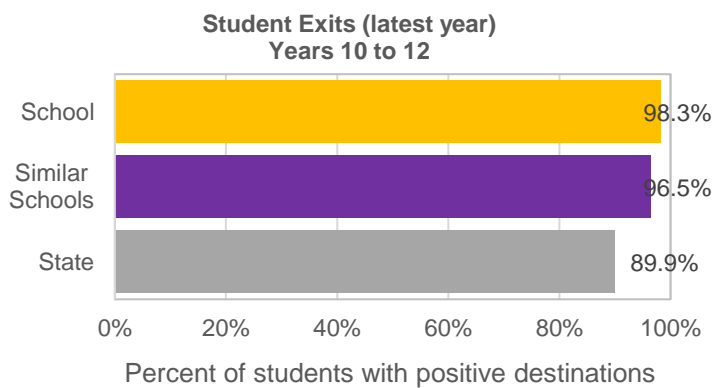
Students exiting to further studies or full-time employment

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:	98.3%	98.8%
Similar Schools average:	96.5%	96.2%
State average:	89.9%	89.2%



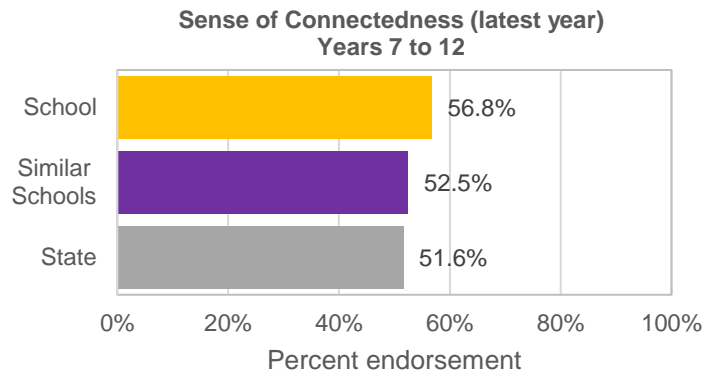
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	56.8%	61.5%
Similar Schools average:	52.5%	56.0%
State average:	51.6%	54.5%

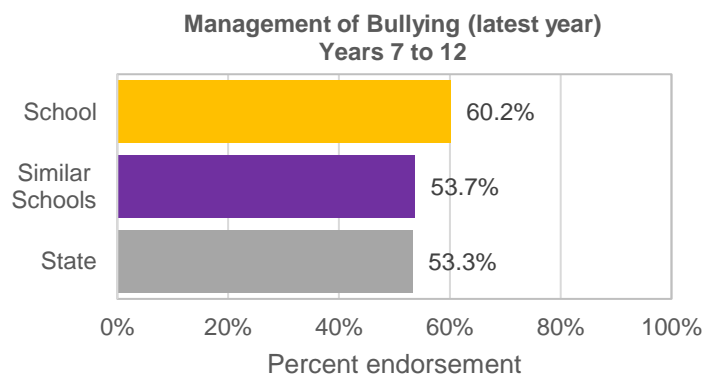


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	60.2%	66.9%
Similar Schools average:	53.7%	57.7%
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	\$16,640,667
Government Provided DET Grants	\$1,836,149
Government Grants Commonwealth	\$17,064
Government Grants State	\$63,665
Revenue Other	\$130,672
Locally Raised Funds	\$3,227,331
Capital Grants	\$0
Total Operating Revenue	\$21,915,549

Equity ¹	Actual
Equity (Social Disadvantage)	\$66,030
Equity (Catch Up)	\$16,009
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$82,039

Expenditure	Actual
Student Resource Package ²	\$13,046,805
Adjustments	\$0
Books & Publications	\$10,999
Camps/Excursions/Activities	\$560,642
Communication Costs	\$73,925
Consumables	\$327,480
Miscellaneous Expense ³	\$86,535
Professional Development	\$36,109
Equipment/Maintenance/Hire	\$406,747
Property Services	\$223,626
Salaries & Allowances ⁴	\$0
Support Services	\$1,004,819
Trading & Fundraising	\$25,994
Motor Vehicle Expenses	\$3,568
Travel & Subsistence	\$0
Utilities	\$135,604
Total Operating Expenditure	\$15,942,854
Net Operating Surplus/-Deficit	\$5,972,696
Asset Acquisitions	\$4,317,730

- (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	\$5,910,803
Official Account	\$576,159
Other Accounts	\$239,039
Total Funds Available	\$6,726,001

Financial Commitments	Actual
Operating Reserve	\$454,215
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$1,378,436
School Based Programs	\$295,850
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$37,508
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$825,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,991,009

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.