

2021 Annual Report to The School Community



School Name: Rushworth P-12 College (6238)



- 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 28 April 2022 at 11:47 AM by Kerryn Quirk (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 29 April 2022 at 01:08 PM by John Meguyer (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for P-12 schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for P-12 schools

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

The town of Rushworth was established during the gold rush in 1853. It is surrounded by several larger towns all within one hour's drive, including Bendigo to the south-west, Echuca to the north-west and Shepparton to the north-east. Rushworth P-12 College was formed in 1996 when Rushworth Primary School and Rushworth Secondary College merged. The school is currently situated on the original Rushworth school site, which opened its doors in 1872. Many students are bussed into the College from the surrounding smaller towns of Stanhope, Colbinabbin, Nagambie, Harston, Redcastle, Mt. Camel and Murchison. The College is a large employer and major resource for local people and the College's success is of vital importance to local communities.

The student population at the time of our February census date in 2021 was slightly higher than in 2020, with 150.1 students compared to 149 the previous year. There were 80 females and 71 males. The Student Family Occupation and Education Index (SFOE) was .5923, placing the school in the High band for levels of social disadvantage. This has remained relatively steady over the previous four years.

The staffing profile indicates that there were 30.2 FTE staff in 2021. The leadership structure for the beginning of 2021 consisted of the principal, one assistant principal, a learning specialist and a leading teacher. We continued to utilise the services of a Mental Health Practitioner (MHP) funded for one day per week and a Secondary School Nurse (SSN) funded for two days per week. The SSN is funded by the Department of Education at no cost to the school.

The college's values of being respectful, responsible and resilient are evident in the vision of the college which affirms that students, staff, parents and the community are working together to provide a dynamic learning community in which everyone can pursue excellence. This environment is underpinned by respect, belonging and high expectations for all.

Framework for Improving Student Outcomes (FISO)

In 2021, the College's AIP focused on the implementation of Key Improvement Strategies (KIS) related to the FISO 2.0 dimensions of Learning and Wellbeing, with the KIS being: Learning, Catch-up and Extension; Happy, Active and Healthy Kids; and the Connected Schools. These priorities were essential, due to the implications on students' learning, engagement and wellbeing during the COVID outbreak of 2020. We also set about to continue a focus on our goal to maximise literacy learning and growth for all students. As the COVID pandemic continued to send us into remote and flexible learning throughout 2021, there was a much greater emphasis on engaging with students and their families and ensuring each student's wellbeing was our key focus.

To support the implementation of the Learning, Catch-up and Extension KIS we employed two new staff to fulfil the roles of MYLNS and TLI literacy teachers and utilised two current staff members as the numeracy teachers. Students were initially identified by classroom teachers, and then we utilised a range of assessment data to narrow down the cohort, to a manageable caseload. The students identified as needing additional literacy or numeracy support were assisted through individual, small group and classroom instruction.

To support the implementation of the Happy, Active and Healthy Kids KIS we held two positive culture days. The first of these was "Friday Fun Day" held in May. It allowed students (and staff) to participate in carnival-type activities, such as jumping castles, mechanical bull riding, ball-in-the-bin kicking competitions, yoga, etc. It brought together community groups and organisations to support the afternoon. Student participation was strong, and feedback was very positive.

The second afternoon was held in November, being a Colour Fun Run. Again, this was well supported by students. Community groups also participated positively in the afternoon.

A necessity of ongoing remote and flexible learning meant that our online communication with parents increased significantly in 2020 and then in 2021. This supported the execution of the Connected Schools KIS. Primarily, we utilised the student management system Xuno for our communication. We also ensured that there was direct telephone communication with families who were not engaging with us online. Parent Opinion Survey data showed that 86% of parents provided a positive response to the statement 'I am able to get the information I need through the school's regular communication channels' and an 86% positive response to the statement 'I feel comfortable about approaching this school with any concerns I might have'.

We created a Wellbeing Team (principal, assistant principal, MHP, wellbeing & engagement leader) who met fortnightly to triage children and families who required additional support. Our Secondary School Nurse engaged with the local Foodbank to ensure we had food parcels and wellbeing packs available to families.

Achievement

Throughout 2021, students were required to pivot between remote and classroom-based learning for the second year in a row. Whilst this threw up some challenges regarding student engagement in learning, most students became adept at utilising online portals, such as Xuno, Google Classrooms and Class Dojo to complete and submit work. This method of work submission will be embedded into assessment practices in the future.

Teacher judgement of student achievement in English and Mathematics shows the percentage of students in Years Prep to 6 working at or above the age expected standards is lower than the average for all Victorian primary year levels.

Year 3 and Year 5 NAPLAN results for Reading and Numeracy showed the percentage of students in the top 3 bands of testing were below the average of all government schools. The four-year average was also below the state median for Year 3 and 5 Reading and Numeracy.

The results were very similar for our Years 7 to 10 cohort. Teacher judgement of student achievement in English and Mathematics shows the percentage of students in Year 7 to 10 working at or above the age expected level to be lower than the state average.

Year 7 and 9 NAPLAN results for Reading and Numeracy showed the percentage of students in the top 3 bands of testing were below the mean of all government schools. The four-year average was also below the state median for Year 7 and 9 Reading and Numeracy.

NAPLAN high learning growth was better than similar schools for Year 3 to 5 in Reading and Numeracy; Year 5 to 7 in Writing and Year 7 to 9 in Numeracy.

All of our VCE students satisfactorily completed the requirements of the VCE in 2021. Our mean study score for all VCE subjects undertaken by students at the school remained below the state average, although it did increase from the previous year. The mean in 2021 was above the college's four-year average. Over half of all VCAL credits were satisfactorily completed in 2021.

The introduction of the Tutor Learning Initiative (TLI) program, as well as the continuation of the MYLNS program, allowed us to provide focussed individualised support for students from Years 3 to 11. We employed two new staff to fulfil the roles of MYLNS and TLI literacy teachers, and utilised two current staff members as the numeracy teachers. Students were initially identified by classroom teachers, and then we utilised a range of assessment data to narrow down the cohort, to a manageable caseload. The students identified as needing additional literacy or numeracy support were assisted through individual, small group and classroom instruction. The tutors maintained continuous support of students online during remote learning periods.

Assessments, such as, PAT testing data, highlighted that literacy and numeracy intervention supported learning growth for a number of the selected students. Anecdotally, many of the students had improved learning confidence, after being engaged in the program.

Engagement

A challenge for the college continues to be the average number of days a student is absent for the year. In 2021 this figure was 28.3 days for students in years Prep to 6 (over the state mean of 14.7 days) and 47 days for students in Years 7 to 12, over the state mean of 21 days. The percentage attendance rate for our primary level students was 85% and for our secondary students it was 77%. Absence and attendance data throughout 2021 may have been influenced by our local processes and procedures adopted in response to remote and flexible learning. We ensured that teachers took a very proactive approach to contacting students and families throughout this period. We provided devices and internet dongles to families who required support, thus ensuring students had access to the online learning materials. A number of our students were absent through illness or through family holiday. Anecdotally, we know that some students took time away from school because they had to care for other family members, including parents or siblings. The percentage of Year 7 students who remained at school through to Year 10 in 2021 was 46.9%, lower than the state mean. The percentage of Years 10 to 12 students who exited the college to attend further studies or full-time employment was 76%, again lower than the state average. We had a high level of transience throughout 2021. Anecdotally, we believe that this was due to the COVID-19 pandemic, with families moving throughout the state to engage with work opportunities and family supports.

Wellbeing

In 2021 our Student Attitudes to School – Sense of Connectedness data for Years 4 – 6 was slightly lower than the four-year average (no SATTs data was available for 2020). The data for Years 7 – 12 remained lower than similar schools and was slightly lower than the four-year average. We anticipate that this data is skewed due to complexities of students having to pivot in and out of remote and flexible learning during 2021.

When we were face-to-face learning, we focussed on providing many activities to promote students' wellbeing and connectedness throughout 2021, such as: Friday fun days, colour fun runs, out-of-uniform days, sports days, excursions and camps. Opportunities to engage with external supports were limited due to the restrictions in place in schools due to the COVID pandemic.

In 2022 we have prioritised the wellbeing of students, staff and families, by creating a dedicated team to support wellbeing initiatives and programs. We have employed a Leading Teacher to facilitate the whole school engagement and wellbeing strategy and have also employed an experienced Social Worker in a fulltime capacity, to support students and families. We will ensure there are many opportunities for the College to positively connect with community groups and external providers.

Finance performance and position

In 2021 the college was able to manage the SRP effectively to resource each program of the college's budget. By utilizing our equity funding we were able to maintain small class sizes from Prep to Year 12, and provide a breadth of VCE offerings to our senior students. Despite having less than 50 students in our primary school we were able to maintain three composite classes. We utilized equity funding to support our very successful Year 9/10 experiential suite of programs, including emergency services training, gardens and grounds support and the Duke of Edinburgh initiative. We had expectations for continuing to resource our classrooms and library and had hoped to complete a greater allocation of maintenance works throughout the college. The restrictions placed upon us due to the COVID-19 pandemic meant that we were not able to invite tradespeople onto the site for much of the year, therefore much of this work was held over to 2022. We continue to operate to a surplus budget. We feel that a surplus is necessary to hold onto for the next 12 to 18 months as our student numbers continue to fluctuate as housing and employment opportunities for families remain inconsistent within Rushworth and the surrounding townships.

In May 2021, we received a significant capital works grant that will be utilised to renovate and rebuild some buildings on the school site.

For more detailed information regarding our school please visit our website at
<http://www.rushworthp-12.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 151 students were enrolled at this school in 2021, 80 female and 71 male.

NDP percent of students had English as an additional language and 8 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).

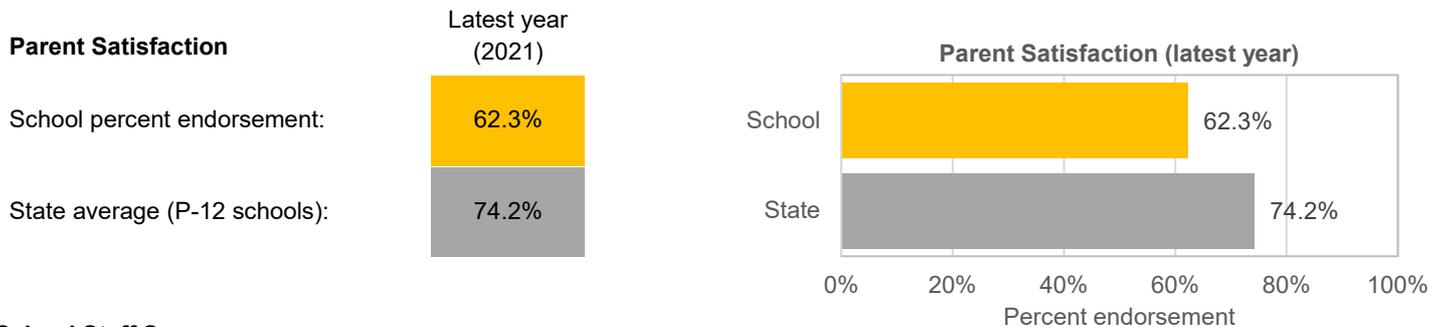
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

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.

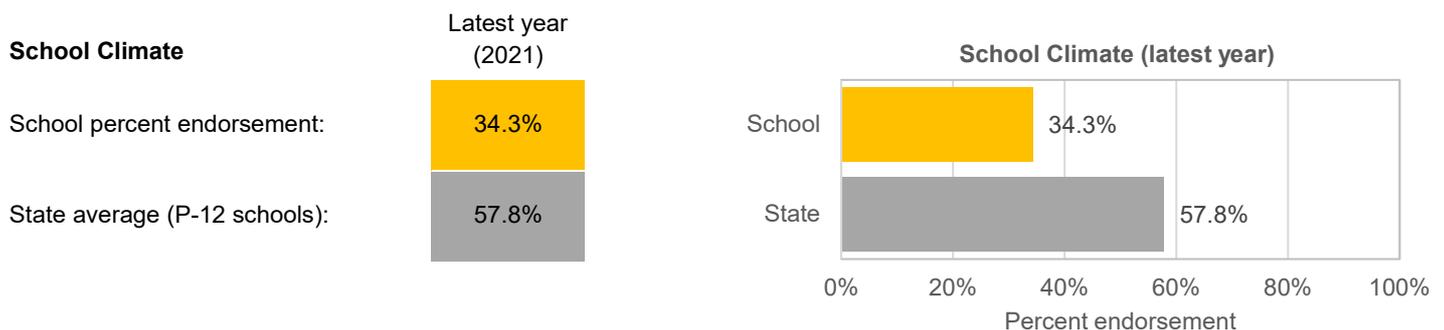


School Staff Survey

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

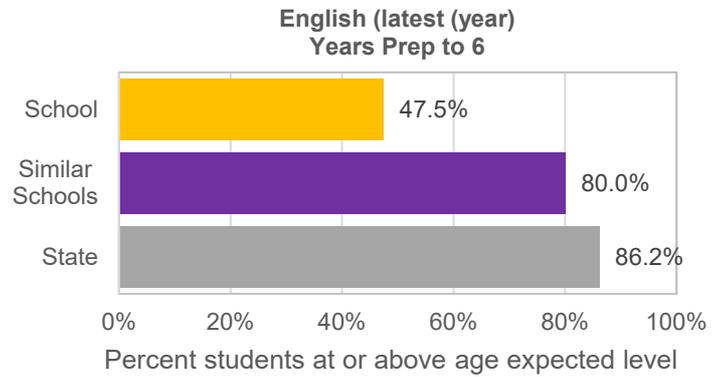
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

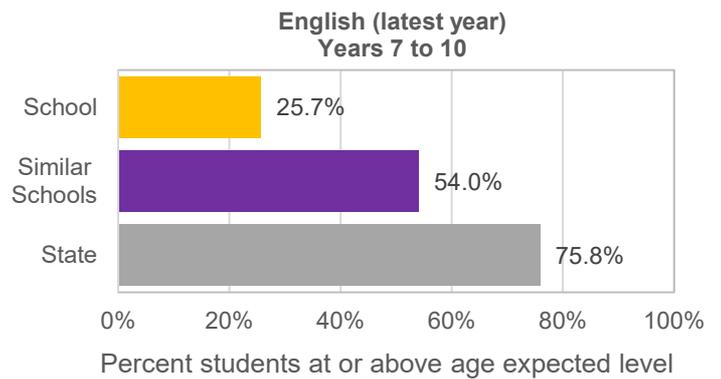
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	47.5%
Similar Schools average:	80.0%
State average:	86.2%



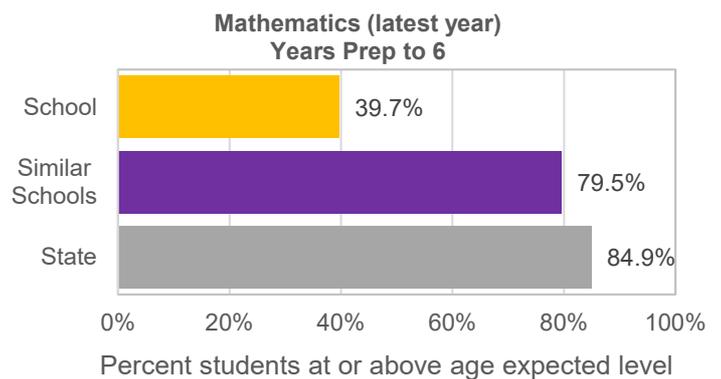
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	25.7%
Similar Schools average:	54.0%
State average:	75.8%



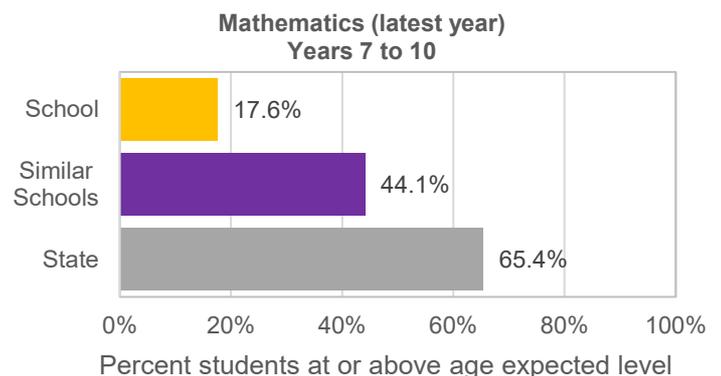
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	39.7%
Similar Schools average:	79.5%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	17.6%
Similar Schools average:	44.1%
State average:	65.4%



ACHIEVEMENT (continued)

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

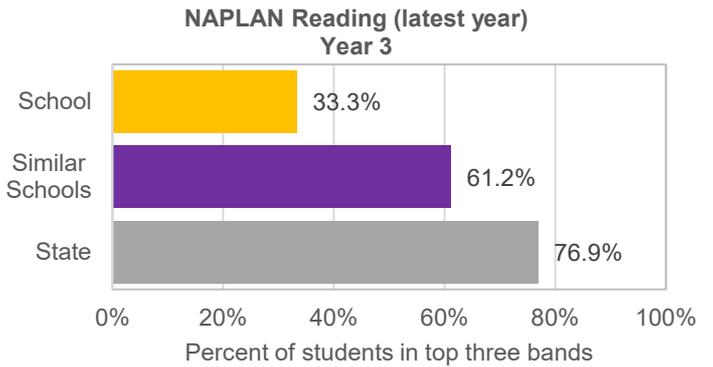
NAPLAN

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

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

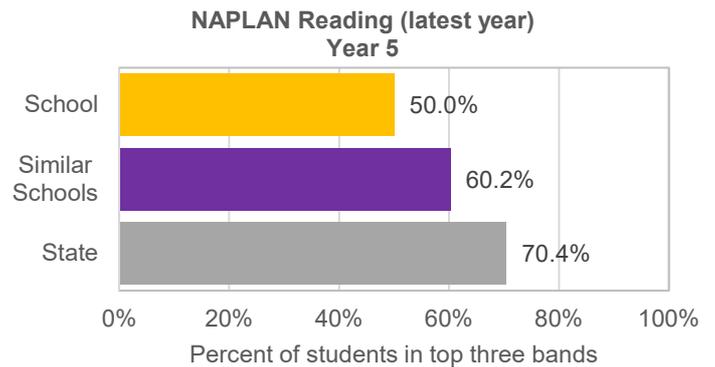
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.3%	27.8%
Similar Schools average:	61.2%	62.7%
State average:	76.9%	76.5%



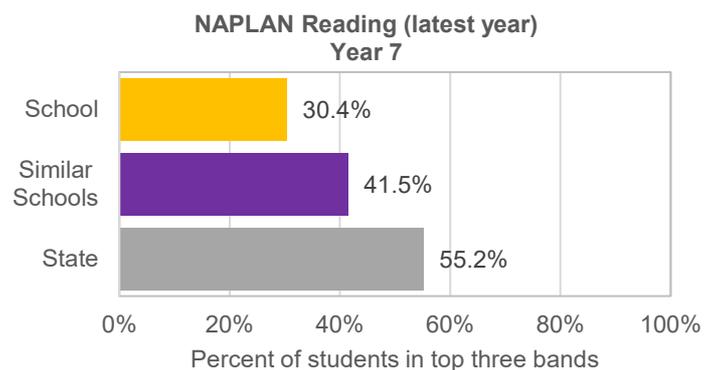
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	36.8%
Similar Schools average:	60.2%	56.0%
State average:	70.4%	67.7%



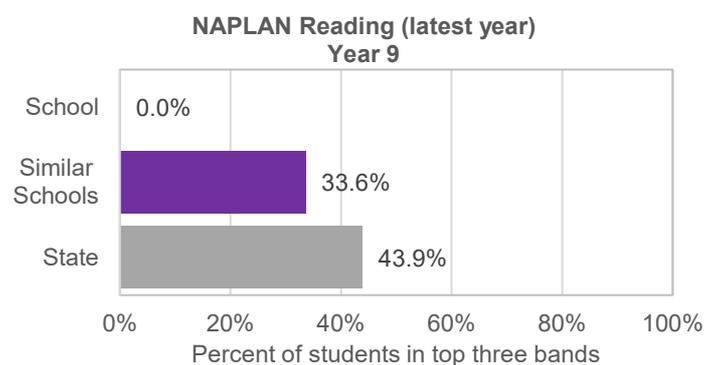
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	30.4%	31.1%
Similar Schools average:	41.5%	42.2%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	0.0%	34.0%
Similar Schools average:	33.6%	35.9%
State average:	43.9%	45.9%



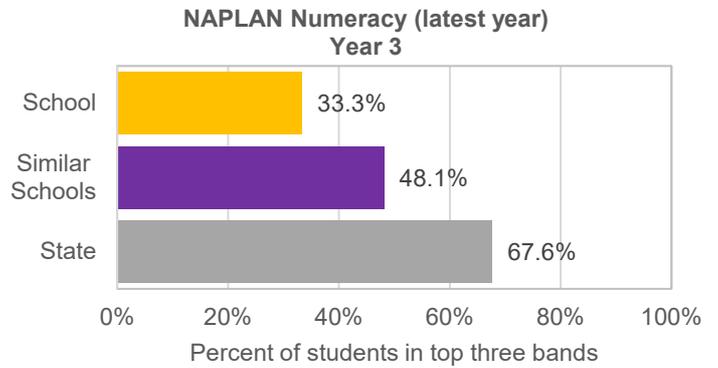
ACHIEVEMENT (continued)

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NAPLAN (continued)

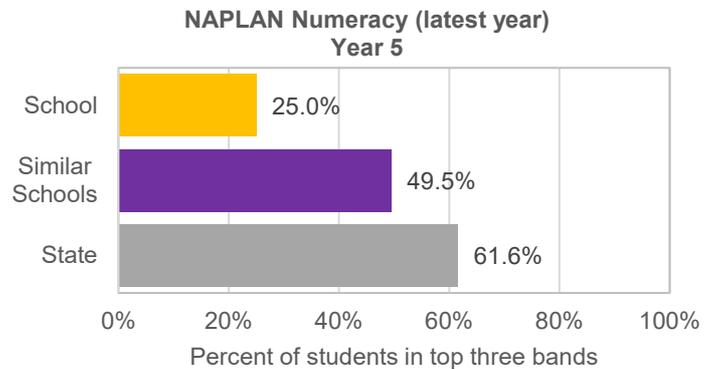
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.3%	21.1%
Similar Schools average:	48.1%	55.6%
State average:	67.6%	69.1%



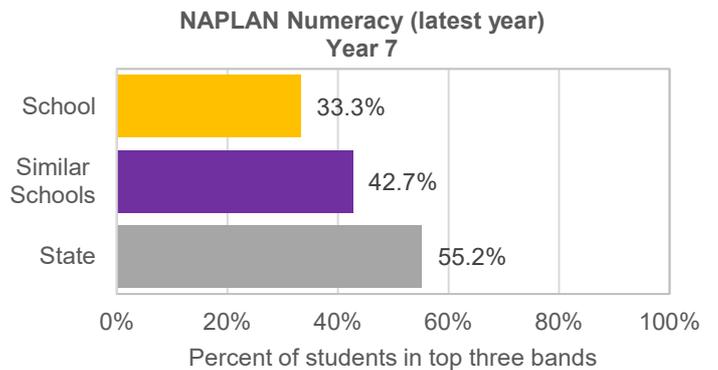
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	21.1%
Similar Schools average:	49.5%	45.5%
State average:	61.6%	60.0%



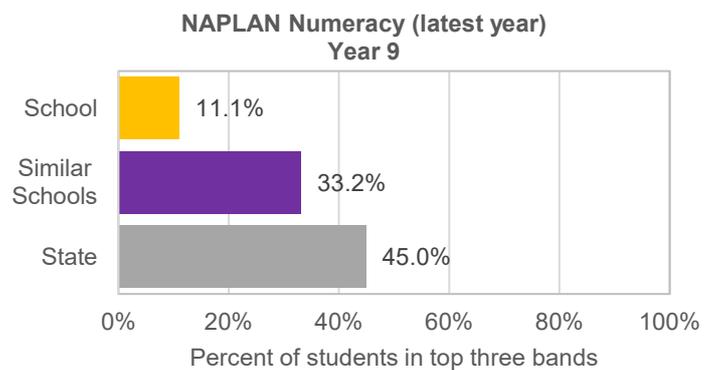
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.3%	22.4%
Similar Schools average:	42.7%	42.9%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	11.1%	8.7%
Similar Schools average:	33.2%	34.7%
State average:	45.0%	46.8%



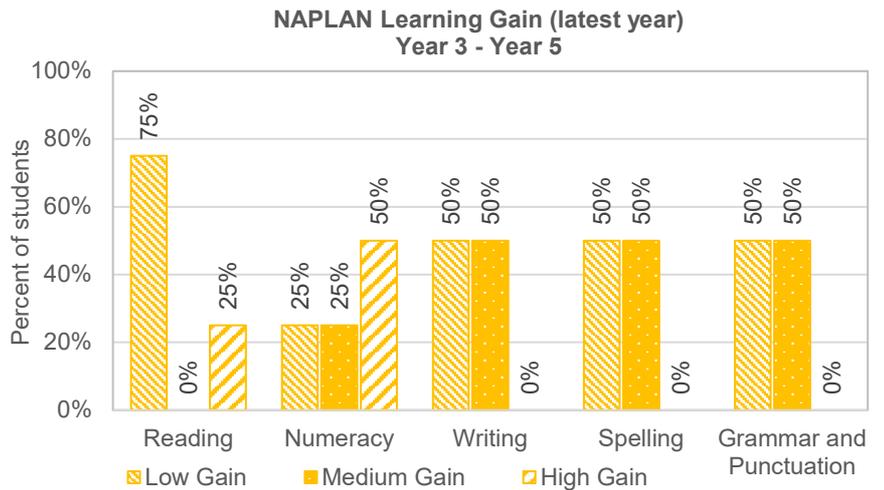
ACHIEVEMENT (continued)

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'.

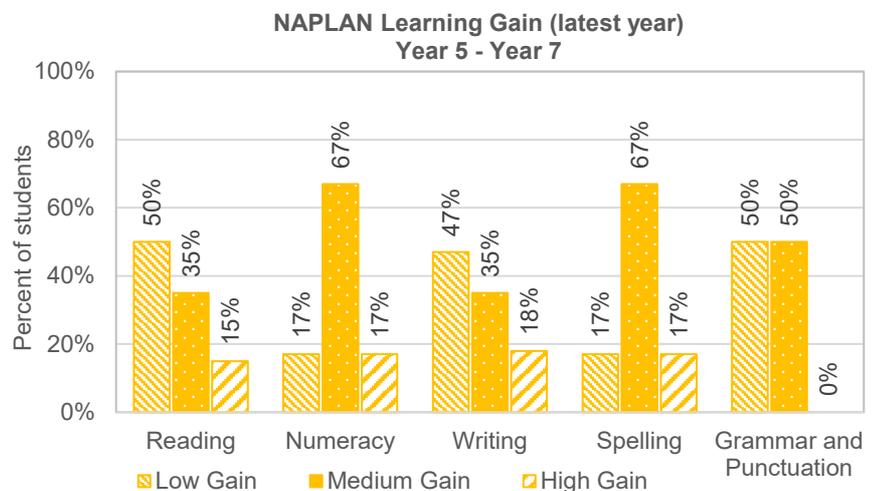
**Learning Gain
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	75%	0%	25%	22%
Numeracy:	25%	25%	50%	18%
Writing:	50%	50%	0%	15%
Spelling:	50%	50%	0%	24%
Grammar and Punctuation:	50%	50%	0%	16%



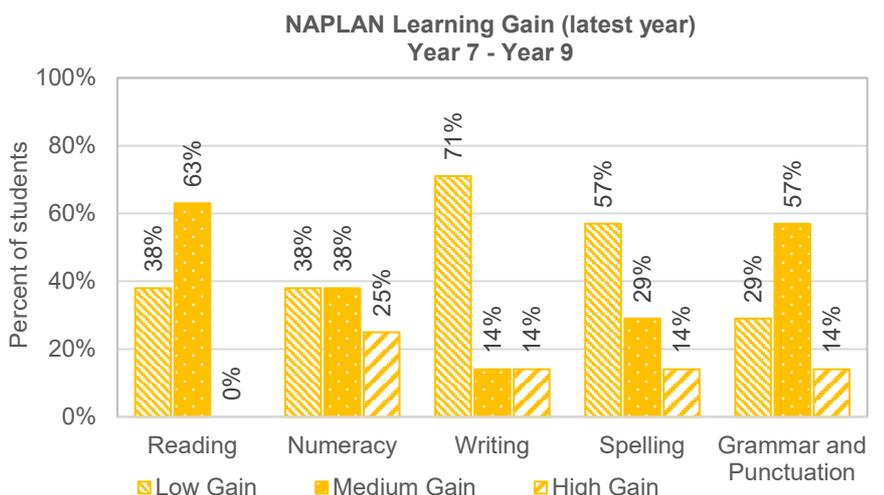
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	50%	35%	15%	16%
Numeracy:	17%	67%	17%	18%
Writing:	47%	35%	18%	17%
Spelling:	17%	67%	17%	21%
Grammar and Punctuation:	50%	50%	0%	17%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	38%	63%	0%	22%
Numeracy:	38%	38%	25%	22%
Writing:	71%	14%	14%	15%
Spelling:	57%	29%	14%	21%
Grammar and Punctuation:	29%	57%	14%	23%



ACHIEVEMENT (continued)

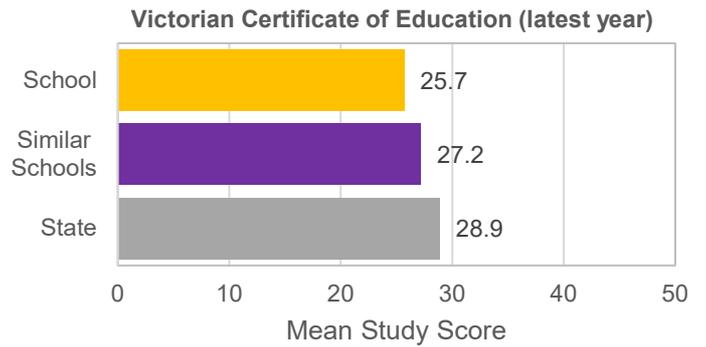
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Victorian Certificate of Education (VCE)

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

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

Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	25.7	24.9
Similar Schools average:	27.2	26.7
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	100%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2021*:	89%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	56%

* Due to COVID-19, there may be some under-reporting of VET completed competencies from schools due to students still completing outstanding 2021 VET units in 2022.

ENGAGEMENT

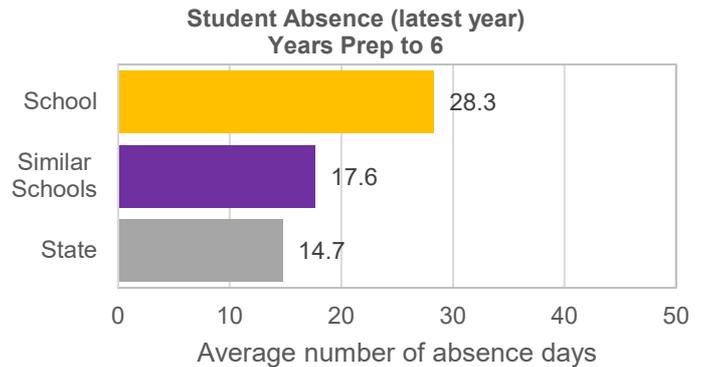
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. Absence and attendance data in 2020 and 2021 may have been influenced by COVID-19.

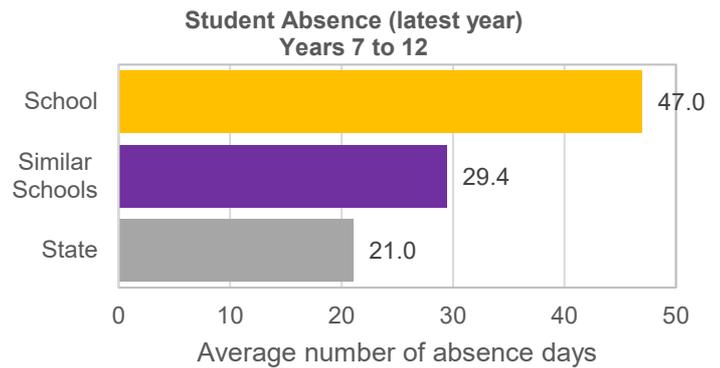
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	28.3	29.1
Similar Schools average:	17.6	17.1
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	47.0	37.2
Similar Schools average:	29.4	28.7
State average:	21.0	19.6



Attendance Rate (latest year)

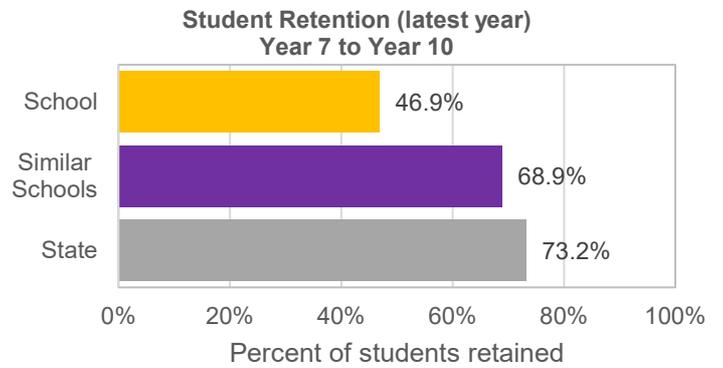
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	83%	82%	83%	86%	91%	82%	91%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	76%	79%	73%	73%	76%	84%	

ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2021)	4-year average
School percent of students retained:	46.9%	61.7%
Similar Schools average:	68.9%	67.8%
State average:	73.2%	72.9%

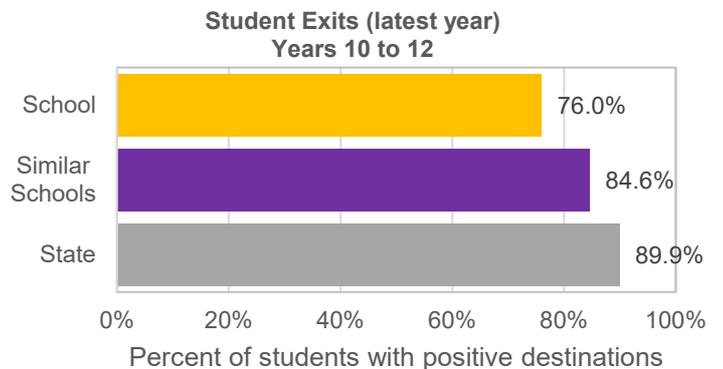


Students exiting to further studies or full-time employment

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:	76.0%	84.4%
Similar Schools average:	84.6%	83.1%
State average:	89.9%	89.2%



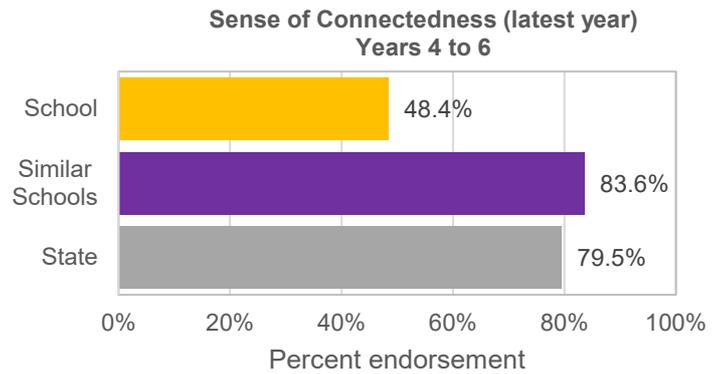
WELLBEING

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

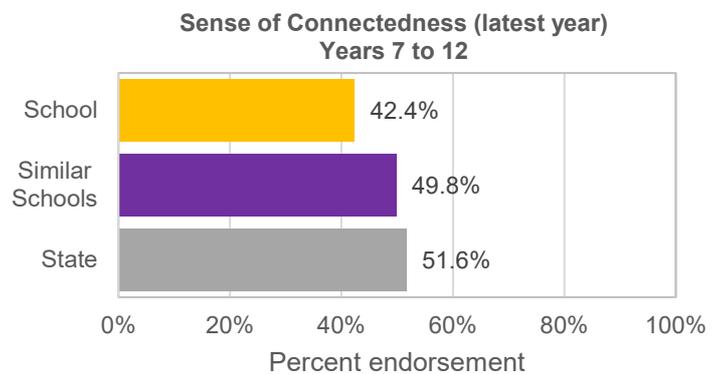
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	48.4%	51.0%
Similar Schools average:	83.6%	81.7%
State average:	79.5%	80.4%



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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	42.4%	41.9%
Similar Schools average:	49.8%	52.0%
State average:	51.6%	54.5%



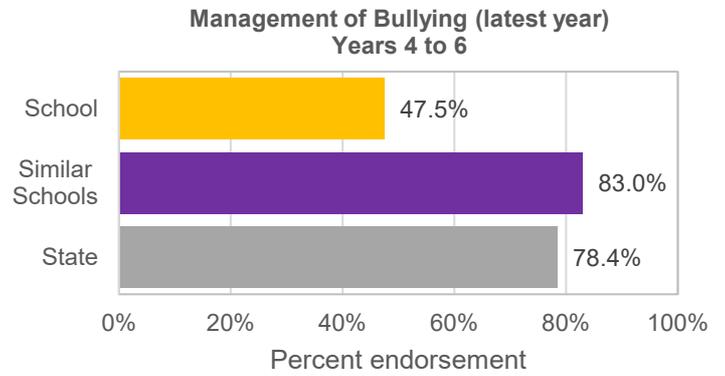
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

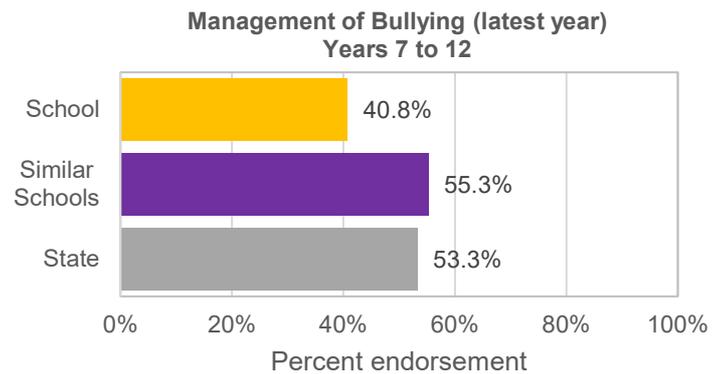
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	47.5%	43.0%
Similar Schools average:	83.0%	82.6%
State average:	78.4%	79.7%



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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	40.8%	41.2%
Similar Schools average:	55.3%	57.0%
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	\$3,890,426
Government Provided DET Grants	\$889,151
Government Grants Commonwealth	\$0
Government Grants State	\$9,800
Revenue Other	\$10,177
Locally Raised Funds	\$27,980
Capital Grants	\$0
Total Operating Revenue	\$4,827,533

Equity ¹	Actual
Equity (Social Disadvantage)	\$324,837
Equity (Catch Up)	\$17,154
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$341,990

Expenditure	Actual
Student Resource Package ²	\$3,070,416
Adjustments	\$0
Books & Publications	\$1,853
Camps/Excursions/Activities	\$30,444
Communication Costs	\$3,844
Consumables	\$35,423
Miscellaneous Expense ³	\$22,901
Professional Development	\$11,220
Equipment/Maintenance/Hire	\$98,467
Property Services	\$118,981
Salaries & Allowances ⁴	\$64,021
Support Services	\$25,390
Trading & Fundraising	\$14,165
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$69,570
Total Operating Expenditure	\$3,566,693
Net Operating Surplus/-Deficit	\$1,260,840
Asset Acquisitions	\$18,345

- (1) The equity funding reported above is a subset of the overall revenue reported by the school.
- (2) Student Resource Package Expenditure figures are as of 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$1,218,622
Official Account	\$15,590
Other Accounts	\$0
Total Funds Available	\$1,234,212

Financial Commitments	Actual
Operating Reserve	\$73,804
Other Recurrent Expenditure	\$3,643
Provision Accounts	\$0
Funds Received in Advance	\$8,000
School Based Programs	\$289
Beneficiary/Memorial Accounts	\$200
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$12,500
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$150,000
Asset/Equipment Replacement > 12 months	\$4,500
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$252,936

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.