2021 Annual Report to The School Community

School Name: Sandringham College (8739)

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

Sandringham College is located in the south eastern suburbs of Melbourne. The College caters for around 1000 students from Years 7 to 12 and is situated across two campuses that are within a ten-minute walking distance. The Bluff Road Campus is the home of our Middle Years (Years 7 to 9) whilst the Senior Campus at Holloway Road, provides a mature setting for Year 10, VCE, VCAL and VET students. The school provides multiple pathways for students: general co-educational learning, SEAL select entry and art, dance and sports academies. The school offers a dynamic instrumental music, visual and performing arts program, and a French and Chinese Languages program that encompasses international exchange opportunities. A well-established International Student Program is in place with students from China, Vietnam, South America and Europe successfully undertaking secondary studies with the view of many to continuing tertiary studies in Australia

At Sandringham College our strong vision supports us to provide opportunities for students to achieve both academic excellence and to develop as young people of great character. Our desire is that our students cultivate their intellectual capacity and that they strive for excellence in all that they undertake. We believe that Sandringham College students, if supported in their learning and development, will become young people of great character who are able to engage with the world around them as tolerant, kind and consciously curious life-long learners. In order to achieve our vision we draw strongly on our school values of Respect, Excellence, Integrity, Creativity and Community. It is particularly important to our school that we work as a community; it is through the combined efforts of our students, staff and parents that we achieve our goals and support students to succeed in their aspirations.

As a school we have continued to focus on developing and implementing a robust and innovative curriculum that challenges students to achieve their academic best and engages them within the classroom. As a school we set high academic standards and expect both students and staff to aspire to achieve these. Learning within the classroom is complemented by a strong and vibrant co-curricular program. Philosophically the school believes that involvement in co-curricular activities leads to improved outcomes for students both at school and in future life.

In 2019 we received funding from the Victorian State Government to develop a new Masterplan to rebuild the school, replacing facilities that have served generations of students from 1956 onwards. The rebuild of the College comprises four stages and will result in an improved learning environment that will enhance curriculum delivery. At the completion of the redevelopment, the College will create a unique Year 9 campus with a curriculum that draws heavily from the General Capabilities and focuses on students becoming highly successful learners, confident and creative individuals, and active and informed citizens.

Sandringham College has an active School Council and Parents and Friends Association who continue to work collaboratively with the school to improve and build upon resources and to have a positive impact on student outcomes. Sandringham College enjoys a strong sense of community, working together to develop supportive and strong home school partnerships.

The school has the equivalent of 123 full time staff: including 5 Principals, 80 (EFT) Teaching Staff and 40 (EFT) Education Support Staff.

Framework for Improving Student Outcomes (FISO)

At Sandringham College we recognise that continuous improvement in student outcomes is driven by teacher capacity to deliver high quality classroom instruction. Underpinning excellence within the classroom is a robust and innovative curriculum, and consistent use of student learning and well-being data to inform practice. We value the growth and learning of our teachers as well as our students. In 2021 our focus has been on the FISO area of Excellence in Teaching and Learning and Positive Climate for Learning with a particular emphasis on the following priorities:

1. Embedding a College Wide Learning Architecture
2. Refining and embedding a Guaranteed, Viable and Rigorous Curriculum
3. Implementing the School Wide Positive Behaviours for Learning Framework
4. Maintaining excellence in learning during remote learning
5. Enhancing wellbeing practices across the College to ensure that students remain happy, healthy, resilient and engaged.

In 2021 the College focused our work on enhancing student-centered instruction and on improving student outcomes through the use of the 'gradual release of responsibility' and the research based High Impact Teaching Strategies. Despite COVID-19 and remote learning, we continued to make positive progress in the implementation of a teaching framework and College-wide instructional model. Working in a remote learning setting highlighted the importance of teachers providing comprehensive lesson plans using the College's Instructional Model. The provision of clear and accessible lesson plans via Compass, supported students to successfully work through curriculum whilst online, and also provided clear frameworks for delivering and engaging students via online teacher-led lessons via Microsoft Teams.

Sandringham College teachers have overwhelmingly supported the development of a new guaranteed, viable and rigorous curriculum. The new curriculum aims to raise the bar for every student with a targeted approach to supporting the learning of all students through using data to identify the four instruction groups within each classroom. Data is used to tailor pedagogical approaches to meet student needs, and to provide both stretch and support to improve student confidence and capacity. Despite the impact of COVID-19 and working from home for large periods of time in 2021, teachers and leaders continued to work in Professional Learning Communities to achieve the targets established in the Annual Implementation Plan.

In 2019 the College began working on The School Wide Positive Behaviours for Learning Framework (SWPB) with a cross-campus collegiate team. Consultative processes were undertaken with students and staff. The focus has been on developing a consistent, sound and well researched system of classroom management and shared expectations of school wide behaviours. In 2021 the work in this area included the refinement of the whole school behaviours matrix. The matrix, and a new College wide classroom management structure was successfully finalised in late 2021with implementation planned for 2022. Remote learning provided an opportunity for the school to train staff in the basics of SWPB and to provide positive acknowledgment to students through 'green posts' on Compass and through the sending home of postcards congratulating them on their positive behaviours during remote learning.

Achievement

Sandringham College is recognised as a school that is making significant growth in the area of improving student outcomes. On all measures, results indicate that we are on target to achieve the goals established in our 2019-2022 Strategic Plan. In 2021 the College maintained a VCE median Study Score of 30. This study score places the school in the top 20% of the state for VCE results. This outcome reflects the strong commitment to developing teacher practice as well as the quality of the remote learning program and the effective impact of the school-based supports offered to VCE students upon their return to face-to face learning. We are proud of the efforts of our Year 12 students who demonstrated the school value of 'excellence' through their efforts during on-line learning.

NAPLAN in 2021 indicated that students continue to track positively when compared to others statewide. Student academic progress data and teacher judgement data indicated that despite remote learning conditions, most students maintained stable learning growth in 2021. Student voice data was collected around around learning and wellbeing with all students in Years 12 completing a Consideration of Educational Disadvantage survey. The Year 12 survey was conducted by the Department of Education and it provided information to the Victorian Curriculum Assessment Authority about the impacts of remote learning on senior VCE and VCAL Students. PAT testing, the 2021 Attitude to School Survey and teacher judgements were used in identifying students to participate in the Department of Education and Training tutoring program in 2022. Data has focused the college on additional support in Mathematics and English at Years 9 and 10 with the aim of developing students learning confidence.

In 2020 the College employed an Assistant Principal to oversee student wellbeing and inclusion. This was in response to the increasing wellbeing issues arising from COVID-19 and increased accountability requirements linked to new Department of Education and Training initiatives including The Middle years Numeracy and Literacy Strategy and the Mental Health Practitioner's Program. The provision of additional funding for Disability Inclusion has refocused the position which now also oversees the learning and wellbeing of all priority cohorts students within the College including all students with a diagnosed learning disabilities, Indigenous/Koori and Out of Home Care students and refugee.

To build student confidence and resilience in learning, the College continued to provide targeted literacy and numeracy programs for students during remote learning by scheduling additional teachers and education support staff to work with identified students via Microsoft teams. The College also put in place increased support for Year 12 students post remote learning. The strategic focus on Year 12 was aimed at ensuring the successful completion of either a VCE or VCAL certificate at the conclusion of secondary studies

Engagement

The 2021 student retention rate for the College was similar to other state schools and within statewide trends. Due to COVID-19 the international student program remains small with only 14 students on site. Whilst the change in the profile of the international program will impact retention rates for 2021, real retention from Years 7-12 remains positive but is an area for continued focus that forms a part of the holistic work being done around School Wide Positive Behaviours for Learning and curriculum regeneration.

The College recognises the importance of providing varying pathways to meet individual student needs. Throughout a student's schooling, and particularly in the senior years, students are supported to develop their own pathway based on personal passion and future goals. In order to cater for the individual and the diverse interests of students, the College offers pathways through VCE, VCAL and VET. Students are encouraged to commence VCE studies in Year 10 and many students undertake a VCE Unit 3&4 study in Year 11. The results for 2021 were extremely positive and despite the impact of COVID-19 and remote learning, the completion of VCE Certificates at Sandringham College remained higher than the state average with 94% of students successfully attaining this qualification. In 2021 91% of Year 12 students progressed onto a positive tertiary or work pathways, this is higher than the state average but still an area of focus for improvement within the school.

In 2021, the College continued to develop a streamed mathematics pathways at Year 10 and an alternate 'foundation' option for Year 10 English. These pathways are designed to build literacy and numeracy skills and to target learning to the point of readiness for students building on the work being done at years 7-9 with additional literacy and numeracy support and scaffolding and a select entry learning pathway in mathematics and English offered to identified students.

Attendance data at the school demonstrates that we are tracking at a similar rate to like schools. Attendance issues are addressed holistically through engaging with relevant stakeholders. Year Level Leaders (formerly Student Managers) at each year level support students with attendance concerns through parent interviews, student support plans and engagement with the College's wellbeing team. Students from Years 7-12 generally maintain high levels of attendance, with only 5% or absences non-approved. During 2021 and remote learning, the College continued to focus on attendance and engagement with Year Level Leaders phoning parents to discuss absences and support being offered to engage students back into learning online.

Wellbeing

Sandringham College provides a safe, positive and inclusive learning environment for all students. We believe that a student's wellbeing is fundamental to academic success and their development of young people of great character. The school has progressed its student wellbeing goals through a systematic and coherent approach to student support across all year levels. To facilitate a proactive wellbeing approach, the school employs the equivalent of five staff including an Assistant Principal for Wellbeing and Inclusion, a Student Engagement Coordinator (PSD), three full time Student Wellbeing Coordinators and a 0.6 Mental Health Practitioner who is a qualified psychologist. We also engage

psychologists and youth mental health organisations to support the additional needs of students. The College's wellbeing team continued to provide quality outreach and support to students and families during COVID-19 and remote learning through provision of access to school-based wellbeing services via the phone or Microsoft Teams.

The school has worked as a community to foster a sense of contentedness and safety through a range of proactive programs such as School Wide Positive Behaviours for Learning framework. Within the classroom, the College is delivering the Education Department's Respectful Relationships curriculum through Health and Physical Education classes. This program focuses on challenging negative attitudes such as prejudice, discrimination and harassment, which can lead to violence, often against women. Throughout the year, all students participate in targeted programs specific to their needs and level of readiness.

In 2021, post COVID-19 and remote learning, we continued to deliver targeted programs included Tomorrow Man & Tomorrow Woman with some programs delivered online. The College also ran online wellbeing days during remote learning and integrated targeted wellbeing activities through all curriculum programs. At Years 7 to 10 a slightly reduced timetable week was introduced to support student wellbeing and to encourage time away from ICT and devices. The introduction of 'consolidation week' provided a time for students to catch up any missed learning and for the reinforcement of skills and knowledge. During this week no new curriculum was introduced, relieving the pressure on students and staff, decreasing anxiety and increasing learning confidence through targeted support.

In 2021, we will continue to work as a community to support students to re-adjust to full time face-to face learning. To address anticipated heightened wellbeing needs, the College will implement a Life Skills/Wellbeing program aimed at developing students as happy, healthy and resilient young people.

Finance performance and position

Despite COVID-19, Sandringham College maintained a sound financial position in 2021 and the net financial position continues to remain stable. This reflects the College's consistent approach to our financial responsibilities, whilst also allowing for ongoing modest financial investment in facilities enhancement projects, learning improvement and student wellbeing.

In recognition of family financial strain caused by COVID-19, the College offered a partial refund of parent financial contributions. Many families accessed this support whilst others chose to donate funds to the College Family Assistance Fund in support of families and students in need.

Throughout 2021 financial resources continued to be targeted to support the specific needs of students achieving below expected standard in NAPLAN through the provision of a specialist Literacy and Numeracy support. Post-COVID Year 12 support was also prioritised in Term 4.

The financial performance of the College involves many groups across the school. This includes the College Finance Committee with their involvement in setting and managing budgets, and the College Council in providing direction for the coming year. Our College Parents' Association has again contributed to funds throughout the College including supporting scholarships for students and providing resources to support the curriculum delivery in Food Studies and Outdoor Education and Environments.

In 2022 we look forward to the work of the Curriculum Team and the Wellbeing Team in their important role in supporting and improving student outcomes and ensuring wellbeing and academic growth post COVID-19 and remote learning.

**For more detailed information regarding our school please visit our website at
sandringham.co@education.vic.gov.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 945 students were enrolled at this school in 2021, 403 female and 542 male.

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

Overall Socio-Economic Profile

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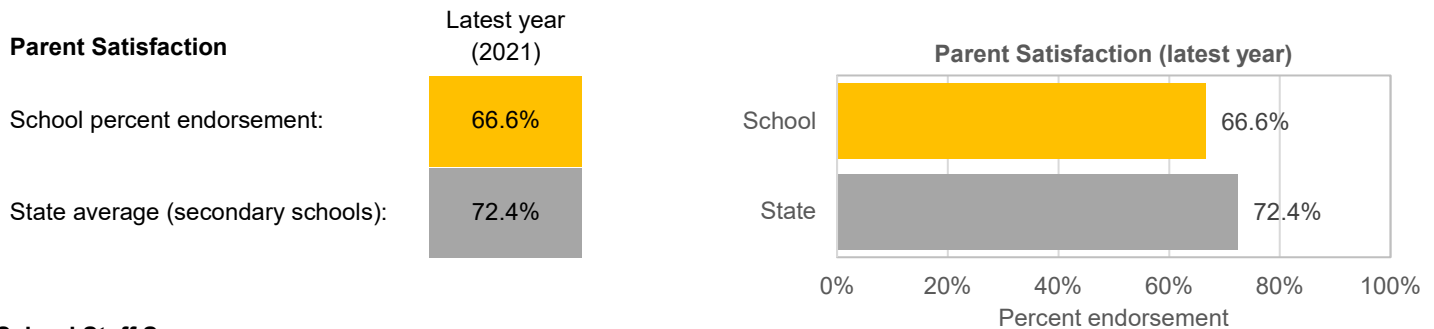
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low

Parent Satisfaction Summary

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

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.
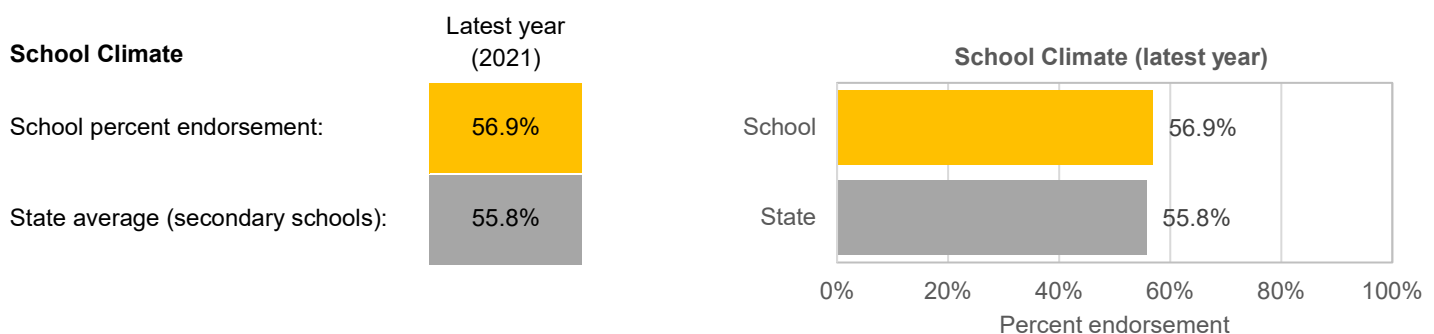
Parent Satisfaction	Latest year (2021)
School percent endorsement:	66.6%
State average (secondary schools):	72.4%

Parent Satisfaction (latest year)

School Staff Survey

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

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

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

School Climate	Latest year (2021)
School percent endorsement:	56.9%
State average (secondary schools):	55.8%

School Climate (latest year)

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:	89.0%
Similar Schools average:	89.2%
State average:	75.8%

English (latest year)
Years 7 to 10

School	89.0%
Similar Schools	89.2%
State	75.8%

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

Percent students at or above age expected level
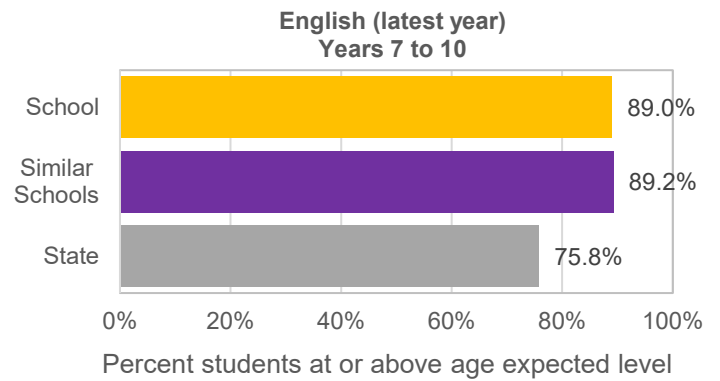
Mathematics
Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:	80.1%
Similar Schools average:	77.3%
State average:	65.3%

Mathematics (latest year)
Years 7 to 10

School	80.1%
Similar Schools	77.3%
State	65.3%

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

Percent students at or above age expected level
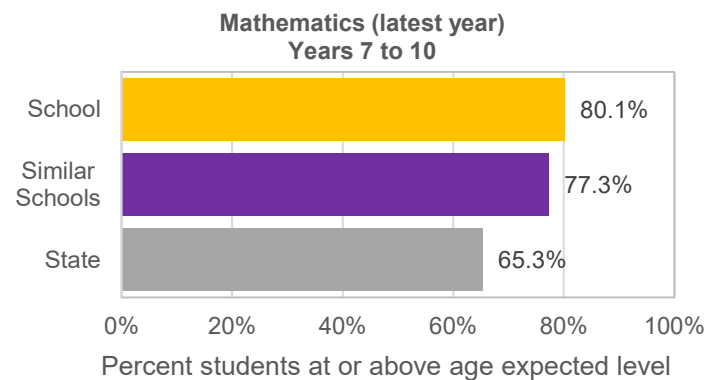
ACHIEVEMENT (continued)

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

NAPLAN

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

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2018, 2019 and 2021 data.
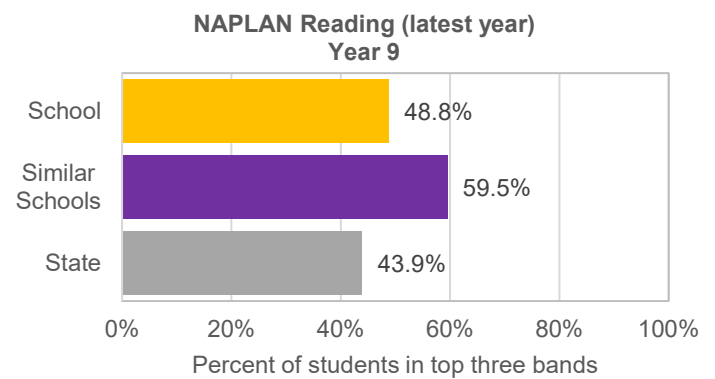
Reading Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	69.9%	67.3%
Similar Schools average:	73.3%	72.3%
State average:	55.2%	54.8%

NAPLAN Reading (latest year) Year 7

	Percent of students in top three bands
School	69.9%
Similar Schools	73.3%
State	55.2%
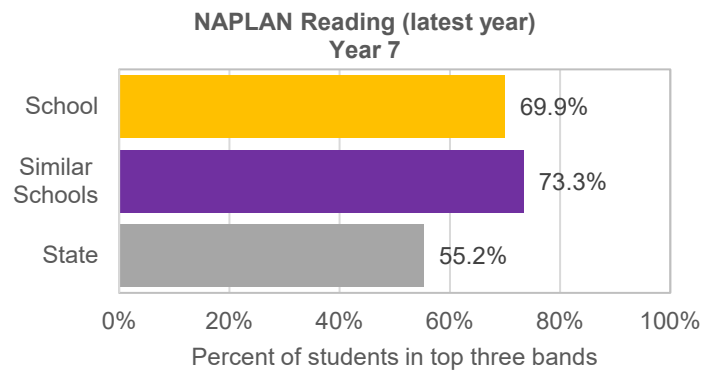
Reading Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	48.8%	60.7%
Similar Schools average:	59.5%	62.2%
State average:	43.9%	45.9%

NAPLAN Reading (latest year) Year 9

	Percent of students in top three bands
School	48.8%
Similar Schools	59.5%
State	43.9%

Numeracy Year 7	Latest year (2021)	4-year average
School percent of students in top three bands:	74.1%	70.3%
Similar Schools average:	72.5%	72.4%
State average:	55.2%	55.3%

NAPLAN Numeracy (latest year) Year 7

	Percent of students in top three bands
School	74.1%
Similar Schools	72.5%
State	55.2%
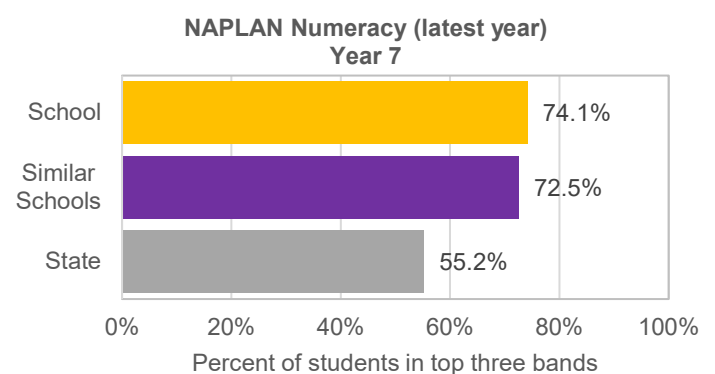
Numeracy Year 9	Latest year (2021)	4-year average
School percent of students in top three bands:	54.3%	62.0%
Similar Schools average:	61.6%	63.3%
State average:	45.0%	46.8%

NAPLAN Numeracy (latest year) Year 9

|	Percent of students in top three bands
School	54.3%
Similar Schools	61.6%
State	45.0%
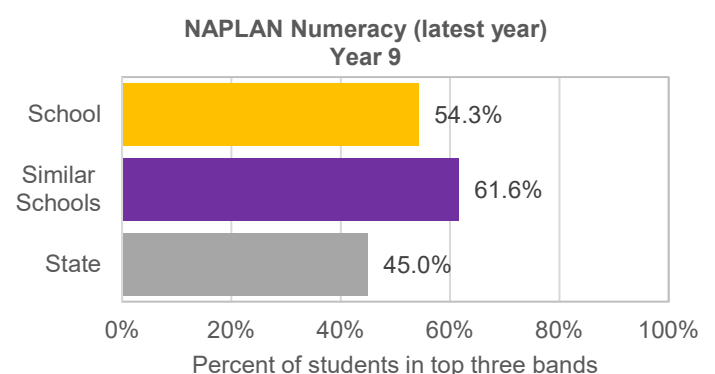
ACHIEVEMENT (continued)

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:	24%	49%	27%	26%
Numeracy:	32%	45%	23%	26%
Writing:	29%	47%	23%	27%
Spelling:	26%	49%	25%	25%
Grammar and Punctuation:	26%	52%	22%	26%

NAPLAN Learning Gain (latest year) Year 5 - Year 7
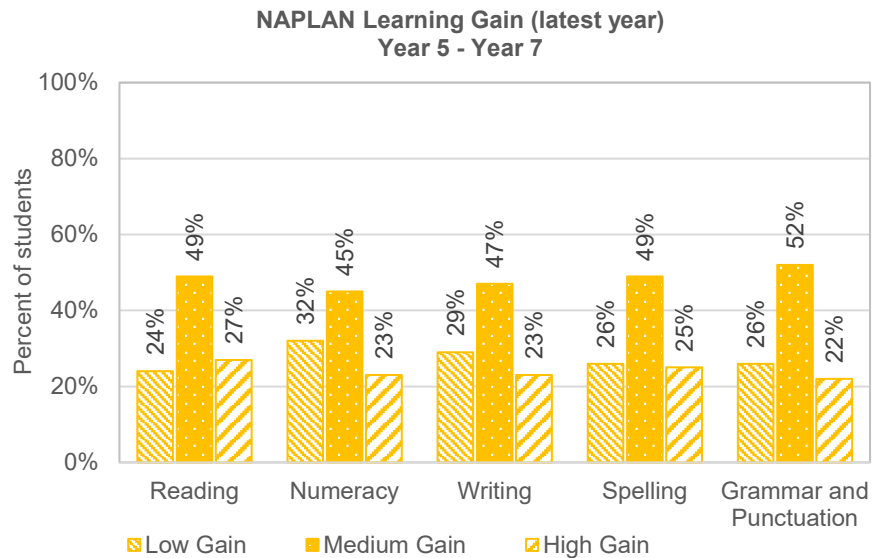
Learning Gain
Year 7 (2019) to Year 9 (2021)

|	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	49%	15%	27%
Numeracy:	25%	52%	23%	28%
Writing:	31%	48%	21%	27%
Spelling:	24%	53%	23%	30%
Grammar and Punctuation:	34%	49%	17%	27%

NAPLAN Learning Gain (latest year) Year 7 - Year 9
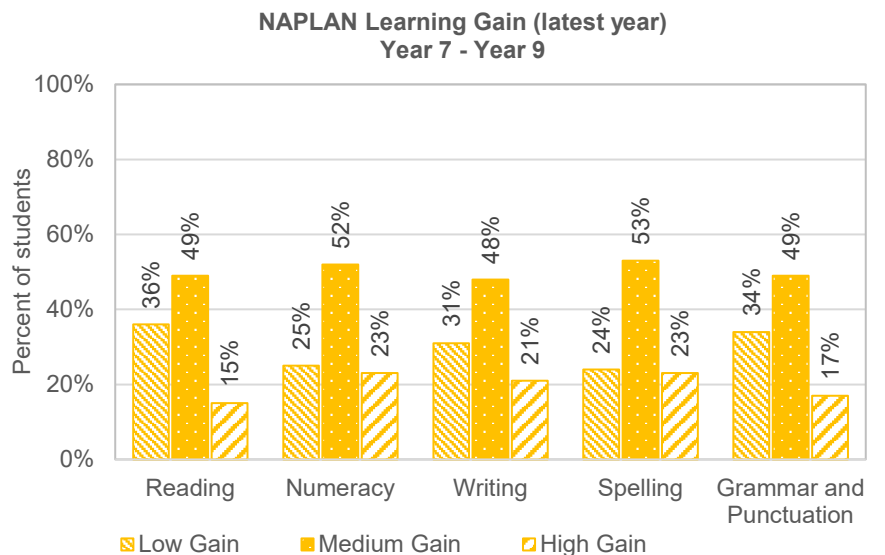
ACHIEVEMENT (continued)
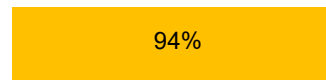
Victorian Certificate of Education (VCE)

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.
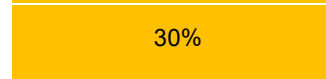
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	29.9	29.5
Similar Schools average:	30.0	NDA
State average:	28.9	28.9

Victorian Certificate of Education (latest year)

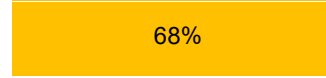|	Mean Study Score
School	29.9
Similar Schools	#N/A
State	28.9
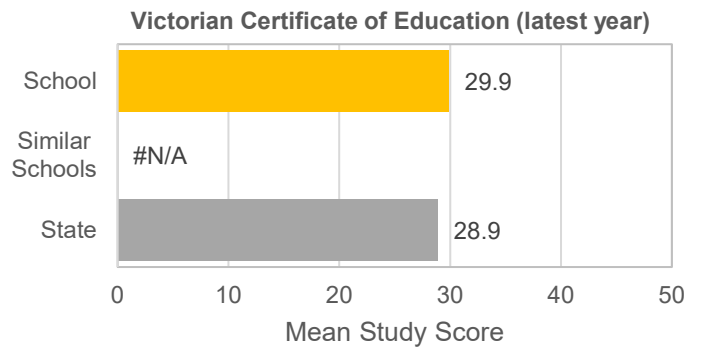
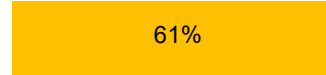|	
Students in 2021 who satisfactorily completed their VCE:	94%
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	30%
VET units of competence satisfactorily completed in 2021*:	68%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	61%

* *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.*
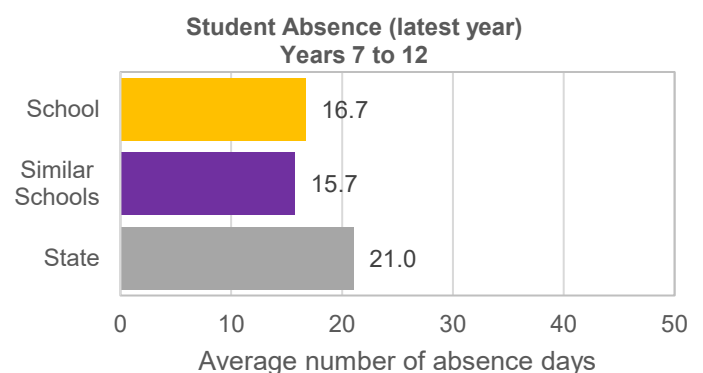
ENGAGEMENT

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:	16.7	18.1
Similar Schools average:	15.7	15.8
State average:	21.0	19.6

Student Absence (latest year) Years 7 to 12

	Average number of absence days
School	16.7
Similar Schools	15.7
State	21.0

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%	91%	92%	89%	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:	69.9%	74.9%
Similar Schools average:	81.1%	79.9%
State average:	73.2%	72.9%

Student Retention (latest year) Year 7 to Year 10

School 69.9%
Similar Schools 81.1%
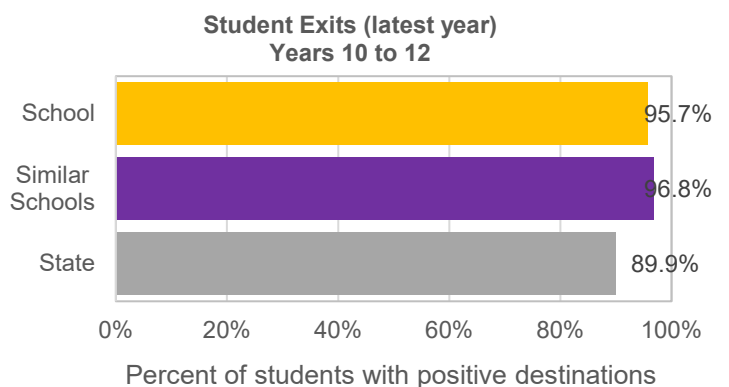State 73.2%

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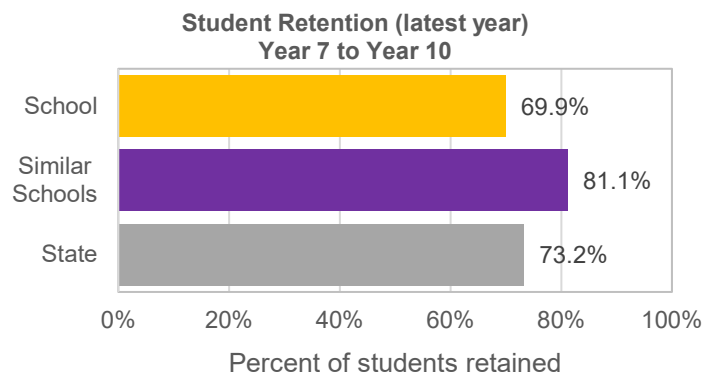
Students exiting to further studies or full-time employment

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

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

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	95.7%	90.9%
Similar Schools average:	96.8%	95.6%
State average:	89.9%	89.2%

Student Exits (latest year) Years 10 to 12

School 95.7%
Similar Schools 96.8%
State 89.9%

Percent of students with positive destinations

WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	50.7%	56.0%
Similar Schools average:	51.9%	55.6%
State average:	51.6%	54.5%
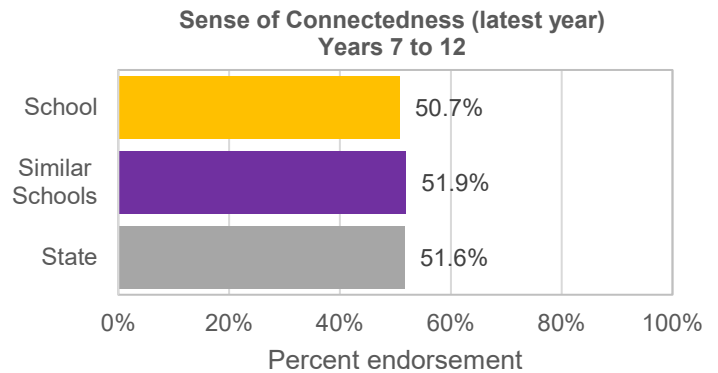
Sense of Connectedness (latest year) Years 7 to 12

School 50.7%
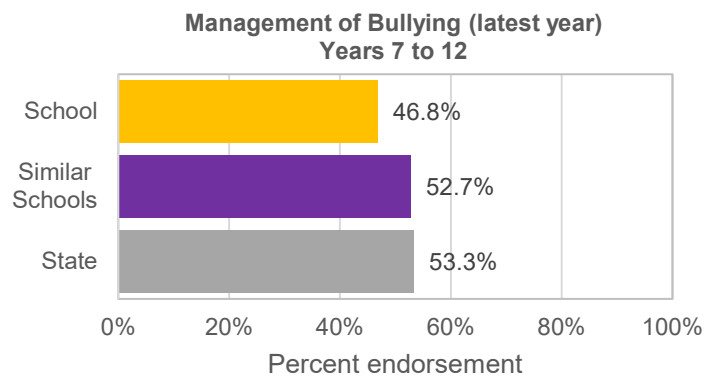Similar Schools 51.9%
State 51.6%

Percent endorsement

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

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:	46.8%	52.8%
Similar Schools average:	52.7%	57.4%
State average:	53.3%	56.8%

Management of Bullying (latest year) Years 7 to 12

School 46.8%
Similar Schools 52.7%
State 53.3%

Percent endorsement

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

Financial Performance and Position

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

Revenue	Actual
Student Resource Package	$10,685,116
Government Provided DET Grants	$1,019,146
Government Grants Commonwealth	$46,318
Government Grants State	$0
Revenue Other	$174,892
Locally Raised Funds	$1,375,209
Capital Grants	$0
Total Operating Revenue	**$13,300,682**

Equity [1]	Actual
Equity (Social Disadvantage)	$71,208
Equity (Catch Up)	$27,902
Transition Funding	$0
Equity (Social Disadvantage – Extraordinary Growth)	$0
Equity Total	**$99,110**

Expenditure	Actual
Student Resource Package [2]	$11,316,705
Adjustments	$0
Books & Publications	$21,111
Camps/Excursions/Activities	$362,104
Communication Costs	$43,304
Consumables	$198,183
Miscellaneous Expense [3]	$760,693
Professional Development	$53,679
Equipment/Maintenance/Hire	$273,124
Property Services	$264,161
Salaries & Allowances [4]	$453,355
Support Services	$416,677
Trading & Fundraising	$39,348
Motor Vehicle Expenses	$61
Travel & Subsistence	$563
Utilities	$149,844
Total Operating Expenditure	**$14,352,916**
Net Operating Surplus/-Deficit	**($1,052,234)**
Asset Acquisitions	**$6,823**

(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	$678,365
Official Account	$107,540
Other Accounts	$120,853
Total Funds Available	**$906,757**

Financial Commitments	Actual
Operating Reserve	$468,539
Other Recurrent Expenditure	($705)
Provision Accounts	$0
Funds Received in Advance	$165,668
School Based Programs	$0
Beneficiary/Memorial Accounts	$7,400
Cooperative Bank Account	$0
Funds for Committees/Shared Arrangements	$121,513
Repayable to the Department	$670,665
Asset/Equipment Replacement < 12 months	$0
Capital - Buildings/Grounds < 12 months	$0
Maintenance - Buildings/Grounds < 12 months	$0
Asset/Equipment Replacement > 12 months	$0
Capital - Buildings/Grounds > 12 months	$0
Maintenance - Buildings/Grounds > 12 months	$0
Total Financial Commitments	**$1,433,080**

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.