

2022 Annual Report to the School Community

School Name: Cohuna Secondary College (7735)



- 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 of the previous calendar year 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 2023 at 08:41 AM by Fiona Miller (Principal)

- This 2022 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 May 2023 at 09:52 AM by Matthew Hawken (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 and an overview of the school's performance over the previous calendar year.

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 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

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

Learning

- 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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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
- Student attendance at school

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 displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

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

Cohuna is a small rural community situated on the Murray Valley Highway in Northern Victoria. Cohuna Secondary College, is a co-educational college that services the rural town of Cohuna and adjacent communities. In 2021, our enrolment was 195 students. The College's SFOE is 0.43. The staffing profile is made up of 1 principal, 1 assistant principal, 1 Business Manager, 2 Learning Specialists, 1 Leading Teacher of Wellbeing, 25 teachers and 7 education support staff. We offer an extensive program in the senior school with a large number of VCE units and VET options as well as offering School-Based Apprenticeships as pathway options. We also offered the VCAL and tuition through Virtual School Victoria and the Victorian Virtual Learning Network to support the broad range of programs offered in the senior school. Continuing success in formal studies, in sport and extra-curricular activities exemplifies the college's emphasis on quality-of-life education. Cohuna Secondary College is committed to meeting the educational, social and cultural needs of the students through promoting a caring, supportive and educationally challenging environment. We provide students with the opportunity to maximise their potential through providing a broad range of cultural activities and setting high academic standards.

MISSION: Cohuna Secondary College's mission is to provide students with the best possible foundation in life through a well-rounded education.

OBJECTIVE: Cohuna Secondary College's objective is to ensure all students leave our school well prepared for life beyond the school gates.

Our priority is to provide a safe, happy and engaging environment with high expectations for all. We work to build strong relationships with students, staff, parents and the wider community. As such, our CORE values reflect our objectives.

Cohuna Secondary College CORE values are: Community, Ownership, Respect and Excellence.

Community: We look out for each other and support each other, not only within our school community but the greater community in which we live. We achieve great things by working together. We treat others with care and compassion.

Ownership: We accept responsibility for our actions and our behaviour. We strive to achieve our best both individually and as a collective. We act as positive role models for others. We are honest and courteous at all times.

Respect: We respect each other and our environment. Respect involves taking responsibility for both ourselves and others. Respect is speaking to and interacting with others in a courteous manner. It is about being honest, reliable and trustworthy.

Excellence: We value the process of striving for excellence and the desire to produce ones best at all times. Excellamus-Let us Excel!

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, we focussed on the DET mandated Goal 1 which was:

"In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO."

We continued to receive DET funding to implement the Tutor Learning Initiative (TLI) and the MYLNS initiative. Two tutors were appointed to work with students, whose tests indicated through the data collected from NAPLAN, PAT-R & PAT-M testing, Teacher Judgement and Maths Pathways program, that they were below their expected level.

Anecdotally we noticed that our young people were coming into year 7 with low level literacy skills and this was supported by their grade 5 NAPLAN data. The fact that more and more young people do not read impacts every facet of their learning. PAT-R testing identified that skills in comprehension and spelling needed to improve. Therefore, after much research, we implemented two new programs, MacqLit and Renaissance for literacy. We

use and continue to use these intervention programs with targeted teaching strategies to improve student outcomes.

The Renaissance program has allowed us to identify students who were reading below their expected level (comprehension data, spelling was all low-teacher judgement/PAT-R)

We purchased for the library a selection of age-appropriate books across all levels, and we are continuing to expand this selection. All nonfiction books are colour coded to reflect student's ability which then enables students to easily identify books at their level to read.

We have formalised Reading into the timetable and curriculum with students in Years 7-9 having not only dedicated time to read but also taught 'how' to read. Staff across all domains undertook professional learning on how to teach reading and the strategies that they need to reinforce in their classrooms.

At the end of the year we saw a 150% increase in book borrowing from the library and an increase in student reading, engagement and reading stamina.

PAT-R data indicates a high level of growth across the board, sixty seven percent of students in Years 8-10 had at or above the expected level of growth.

The MacqLit program is designed to target students whose level of reading sits well below standard. For the students who engage in the program, their data has shown improvement in excess of 12 months and in some cases 2 years.

In 2022, we moved onto our first year of online NAPLAN. Students seemed to adapt easily to the online format. However, as there wasn't any NAPLAN in 2020 we have been unable to compare data or acknowledge student growth.

Staff mental health and stress continue to be in the forefront of our minds ensuring we balance staff wellbeing whilst continuing to progress and develop our skills in the core business of teaching and learning. Through the School Staff Survey, staff were 80% positive in 'Collective focus on student learning' which was an improvement on the previous year of 69% positive. These positive gains in the School Staff Survey showed clear evidence of their impact, with additional evidence gathered through peer observation and recorded as part of 2022 AIP monitoring. This showed positive changes in teacher practice and student learning outcomes.

Wellbeing

In 2022, we continued to work on supporting student wellbeing as part of our strategic plan goals. To do this, we continued to embed the Resilience program across Years 7-10. The Respectful Relationships program was integrated into the health and resilience program across the year 7-10 curriculum. Students in Years 7-12 reported a 71% positive response in the normal to high resilience in 2022 with a 5% decrease in the % of students with low resilience.

To further support wellbeing, our school focused on supporting our at-risk students to participate in a range of Tier 2 interventions, including employing a social worker 2 days per week. The Social Worker (whose expertise is in Mental Health) works with the most vulnerable of our young people. It is evident that there continues to be a real need for this service in our college. Significantly, the expertise that they bring in the mental health area gives a real insight in order to be able to work with students, their families and our staff to support these young people.

The Mental Health Practitioner (MHP) continued to support student mental health and wellbeing. The challenge for them was that they were one day a week and a lot can happen in the life of a young person between appointments and this made their job a challenge. However, our MHP allowed us to have access to CAMHS and its support. The MHP finished up at the end of the year. We then began advertising for a new person and to date have yet to be successful in attracting an applicant to the position.

We were fortunate to have an Art Therapist who chose to do a placement here at the college. The complimentary skills that they brought together with the Social Worker and Chaplain ensured our students had access to the very best mental health and wellbeing support.

The above programs have had a positive impact on our Attitudes to School survey results, with 54% of Year 7-12 students reporting feeling connected to school last year compared to 50% in 2021. These results can be broken down further: Year 7-9 62% positive for connectedness to school in 2022 compared to 59% in 2021, and Year 10-12 45% positive for connectedness to school in 2022 compared to 38% in 2021 with a decrease in both neutral and not positive responses in 2022 compared to 2021. These results are higher than network schools and the state.

One can see the work that we have put in to 'bring students back' after a few difficult pandemic years. We still have a way to go but will continue with the positive steps that we have put in place to support our young people.

Our college and students have access to counsellors at the local GP Clinic, Northern and District Community Health, Headspace or Child and Adolescent Mental Health Service (CAMHS).

Hands on Learning (HoL) continues to take vulnerable and/or disengaged young people to work on identified areas of personal growth and development.

The referral process to further support young people beyond the college is well accessed by both students, staff and our wellbeing leader.

We continue to promote 'significant days' such as R U Ok Day, Gannawarra Goes Orange, Bullying Is Not Ok day and so on. Staff took a deep dive and continued to refine our Staged Related Behaviour Policy to ensure a consistency of practice and understanding across all staff.

Engagement

During 2022, students were unsettled and had lost the routine of school, thus they needed to re learn 'how' to be a student in a classroom. The challenge and struggle for many was real! However, in the student Attitudes to School Survey results, 66% of students in Years 7-12 reported positively on their 'motivation and interest' which indicated a shortfall of our 2022 target of 68%. For students across the college there was a huge cognitive load to return to a 'normal' school routine after so much disruption. Staff were surprised and challenged at how students had 'forgotten' the normal rules and expectations of being at school and in the classroom. We needed to quickly pivot to re teach and reinforce what was expected.

Our MYLNS students and Tutors worked with identified students in Literacy to offer extra support to not only re engage but to build their core skills to teach them at their point of need. This support was timetabled to ensure more focused and targeted teaching in order to improve student outcomes.

We had staff work with students on numeracy and literacy to improve their skills and to reengage them back into learning. Students indicated in the Attitudes to School Survey an increase in the positive response in Years 10-12 for 'stimulated learning' from 60% in 2021 to 66% in 2022. Pleasingly, there was also a reduction in both the neutral and not positive response from 2021 to 2022. Although the stimulated learning results for Years 7-9 are very positive at 71%, there was a slight decrease from 2021. We have worked hard to make significant gains in this area from the 2019 benchmark of 54%.

We continued to do the weekly summary tasks sheet and sent them home to families so that they continued to be aware of the work that was being done in each class and to also inform them of what work was due. This was one of the ways that we tried to ensure a continued connection with our families.

Attendance is an area that we need to continue to work on as our attendance data sits below the state average. We continued to send SMS messages to parents, requesting them to notify the school of any absences, staff rang families if a student was absent on the second day of an absence and we hadn't heard from the family. We made visible the weekly unexplained attendance per year level so that all students could see it. Letters for continued unexplained absence were sent out. For the most part, parents are great at informing the college of their young person's absence.

The college made referrals to the Navigator program for those students whose absences were at or below 30% attendance. This referral allowed an independent support worker to work with both the student and the family to re-engage the young person back into education.

We are slowly increasing the positive response from students in 'Student Voice and Agency' from 51% in 2021 to 53% in 2022. This is a positive increase in student response from our 2019 benchmark. I would also like to note that there has been a significant % decrease of not positive responses from the initial benchmark. Incrementally, we are making positive gains in this area but still have further work to do.

Last year was the most challenging year since the pandemic for both staff and students. The mental load on staff was huge as they worked to re-engage students back to developing a positive school routine and experience onsite. It cannot be underestimated the impact that the pandemic disruption had on all aspects of schooling for both students and the staff who work in schools.

Our Mathematics Domain leader focused on developing staff capability in the Maths Pathways program. The Program continued to be implemented, staff continued to undertake professional learning so that we could continue to develop an educational program specifically tailored for the individual needs of each student. This meant that there was a focus on the use of data to inform planning for individual and cohort needs, increased use of 'mini' lessons and an improved consistency of practice across the mathematics domain. This allowed us the opportunity to extend those young people who needed to be challenged whilst also catering for those who need a bit longer to consolidate their learning in order to understand mathematical concepts.

By the end of 2022 the data indicated an improvement in how the program worked in classes with increased positive growth data in students learning improvement.

Our Literacy Specialist began the year well and put together a plan of professional learning for the leadership team and staff on the process of PLC's. Teams were formed and the data driven process resulted in a 'crumb' being identified to further explore which then resulted in strategies to address the identified issue.

Last year was anecdotally acknowledged by staff as their toughest year. The mental load after the lockdowns and trying to settle students into what was once a normal routine was enormous. I cannot underestimate the impact that the management of the mental health and wellbeing for both students and staff had on all of us in 2022.

We continued to work on the middle band ATAR results to lift these to reflect our strategic goals. We had some outstanding student results with four year 12 students achieving an ATAR score in excess of 90+. We were above state average for study scores 40 and above. Students worked really hard last year to achieve excellent results. That also means those students with an ATAR in the 80's, 70's and so on. This enabled the majority to gain first round offers into their 'dream' university course. Those who didn't go to university chose to go to TAFE or employment. Whichever pathway they chose we were extremely proud of their effort. Of course, it goes without saying that staff continued to give 110% to ensure our VCE students were well supported and had the best opportunities to succeed. 100% of students completed their VCE and 80% completed credits toward their VCAL. We continue to have staff who are VCAA assessors, and this is extremely advantageous to not only our students but to our college.

Other highlights from the school year

We had much to celebrate in 2022. Once again we could participate in interschool sports and our girls Volleyball team made it to the next level.

We recommenced camps with students in Year 9/10 participating in the Year 7 & 11 Camp and the Bogong Camp. Our Future Leaders managed to work toward a smaller end of year camp to celebrate all their work and planning.

The whole school participated in sandbagging for during the flood crisis for those in our or surrounding communities could use them to try and save major infrastructure and houses. This was a remarkable feat for a school of 188 plus staff to willingly volunteer in this activity.

Our Year 12 VCE students excelled. Mean study scores improved from 2021. Some subject areas had a significant increase. 10% of our students achieved a study score of 40 or above which was better than the state average.

For the first time Unit 1 & 2 Agriculture was included as an option for students to choose at VCE.

Presentation Night was held at the Cohuna Memorial Hall for the first time in two years. That was a great feeling to invite parents back to celebrate their young person's success. It was awesome to have music back at this event with The Dux performing a classical piece.

Once again, Cohuna Secondary College has LOTE back into the curriculum. We successfully appointed a teacher of French.

Lunchtime French Club began and attracted many students. The students loved it with numbers attending increasing over the year and a significant proportion indicated they would choose LOTE in Year 9&10!

Financial performance

The college carefully manages the funding that we receive with a watchful eye on our future needs. We have a committed plan to address this surplus including replacement of ageing furniture in the science classrooms, the purchase of ICT programs that will support the current literacy and numeracy focus at the college. We have also purchased The Resilience Project which will have dedicated timetabled classes in Years 7-10 this year. We continue to employ a Social Worker within the college which can only be of profound benefit to the increasing mental health needs of our young people. We have been fortunate that we have been able to employ a Mental Health Practitioner, one day a week, to the college. Unfortunately, the MHP finished at the end of the year. This extra counselling and program support will be both individual and group sessions.

We purchased the Renaissance reading program, together with the MacqLit program, to support a targeted focus on literacy throughout the college. The focus is on not only those in the bottom bands of NAPLAN data but to also challenge those that are achieving beyond their expected levels.

Purchasing the Math's Pathways program on a yearly basis to support our focus for numeracy in Years 7-9 and teaching a point of need.

We need to be mindful that our buildings are ageing, and we need to keep a focus on the repair and maintenance of these. Painting of the internal walls and outside fascia's/walls of the college are an ongoing priority. We will

continue the replacement of windows due to the current windows not sealing to withstand weather and having trouble locking. As part of the window replacement one corner of the staff work room had structural work done. We continue to treat white ants and replace and repair to flooring/windows/doors will continue to be ongoing. In order to be a fully functional 'outdoor learning space' work needs to be done on the current garden beds and purchase of further outdoor furniture. The area out from the link corridor has also been earmarked for some updating including: paving, pergola and seating. We replaced 4 sets of doors with retractable doors for ease of movement, modernisation and inclusion.

The heritage listed Red Brick Building will also need some serious maintenance work done to it over the coming years. Getting tradesmen to do this work in the current climate is an ongoing challenge for us.

We will continue to use part of this money to ensure that our young people receive the best educational opportunities that we can provide in our small rural community. We will continue to support smaller class sizes in the VCE years so that students are able to stay in their own community to complete their secondary education.

The total funds available to the school at the end of 2022 and its overall financial position remains strong and allows the school to fund future improvement projects.

For more detailed information regarding our school please visit our website at <https://www.cohuna-sc.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 2.0 (FISO 2.0).

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 185 students were enrolled at this school in 2022, 94 female and 91 male.

3 percent of students had English as an additional language and 5 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).

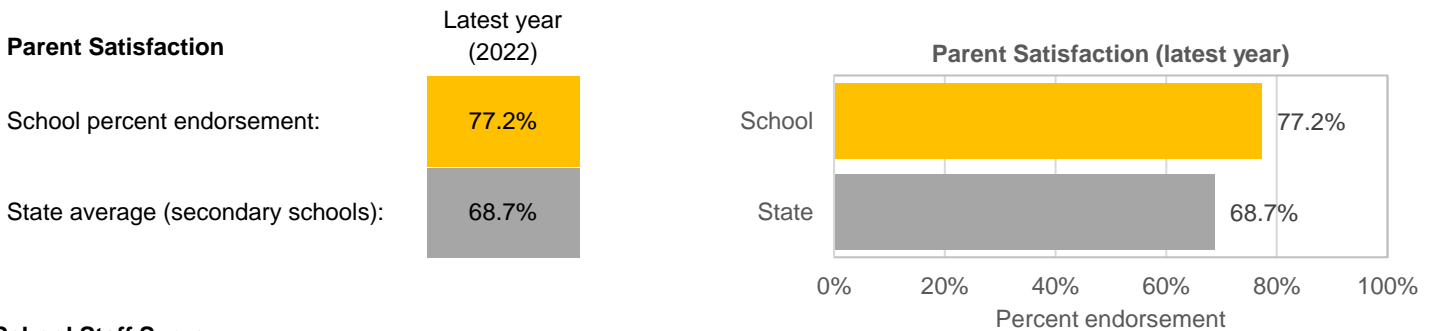
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Medium

Parent Satisfaction Summary

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

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

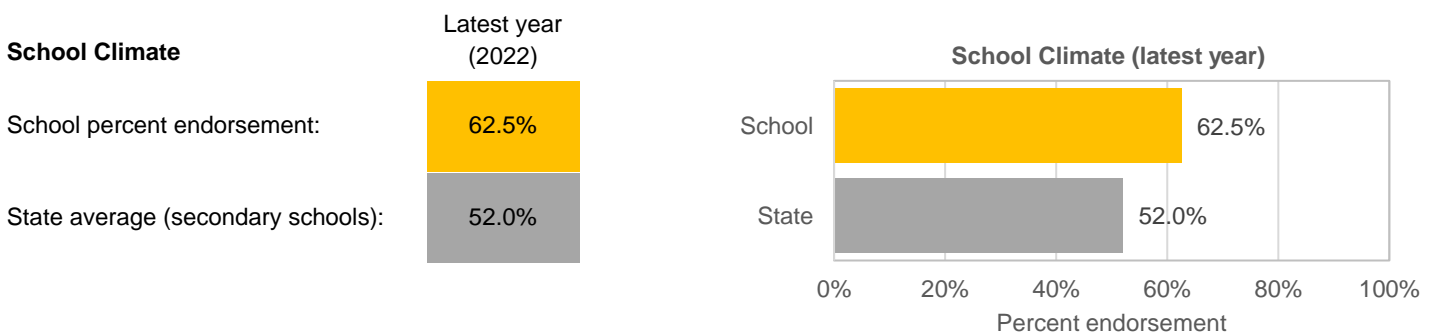


School Staff Survey

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

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

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



LEARNING

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
(2022)

School percent of students at or above age expected standards:

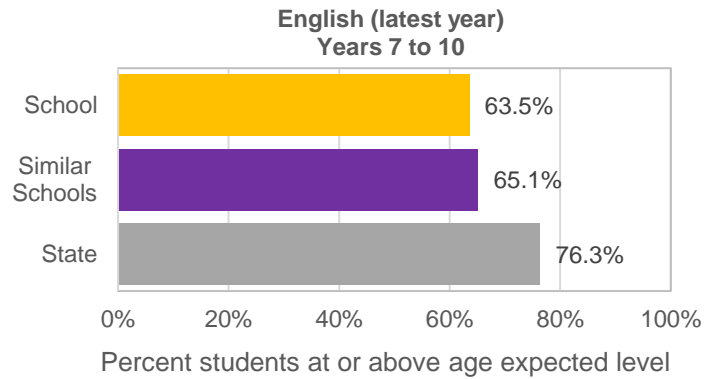
63.5%

Similar Schools average:

65.1%

State average:

76.3%



Mathematics Years 7 to 10

Latest year
(2022)

School percent of students at or above age expected standards:

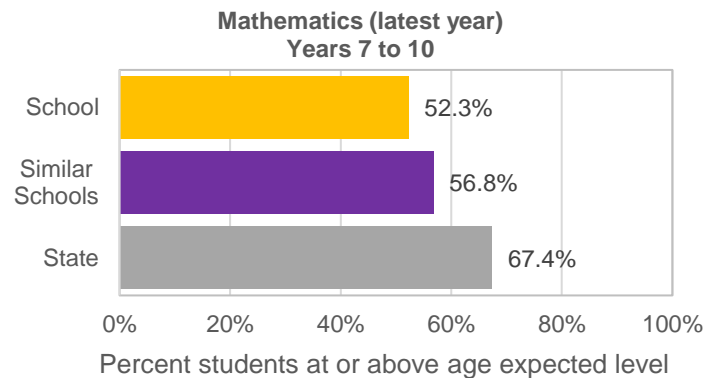
52.3%

Similar Schools average:

56.8%

State average:

67.4%



LEARNING (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.

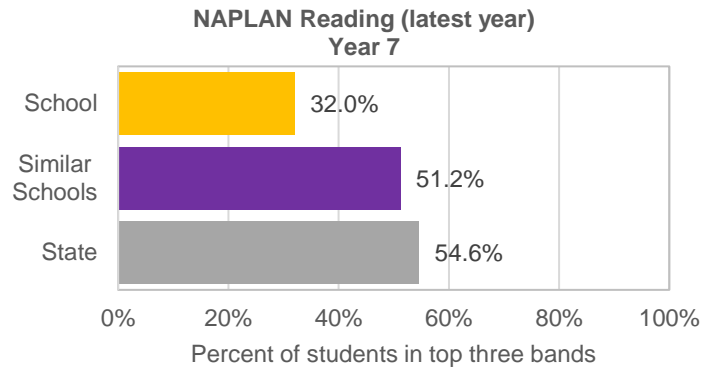
NAPLAN

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 2019, 2021 and 2022 data.

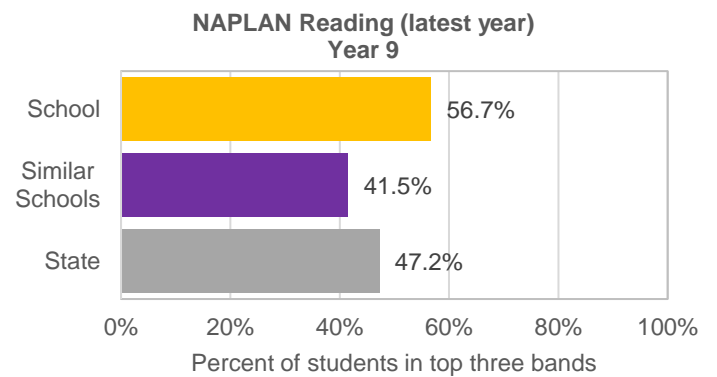
Reading Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.0%	51.9%
Similar Schools average:	51.2%	52.3%
State average:	54.6%	55.3%



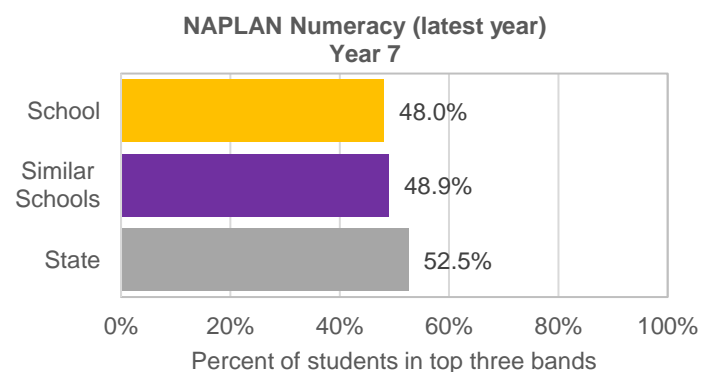
Reading Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	56.7%	49.0%
Similar Schools average:	41.5%	42.7%
State average:	47.2%	46.0%



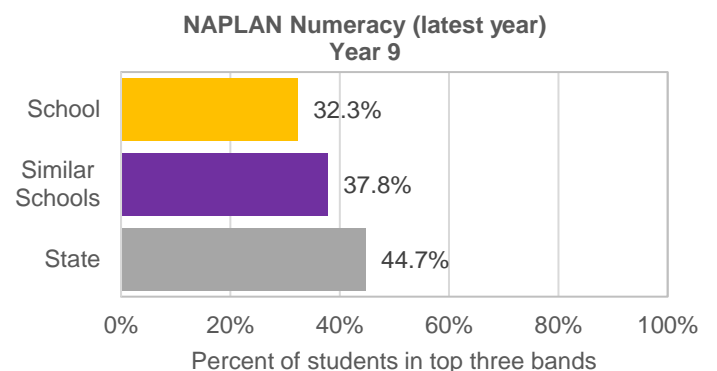
Numeracy Year 7

	Latest year (2022)	4-year average
School percent of students in top three bands:	48.0%	54.5%
Similar Schools average:	48.9%	53.1%
State average:	52.5%	54.8%



Numeracy Year 9

	Latest year (2022)	4-year average
School percent of students in top three bands:	32.3%	38.0%
Similar Schools average:	37.8%	42.6%
State average:	44.7%	45.6%



LEARNING (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.*

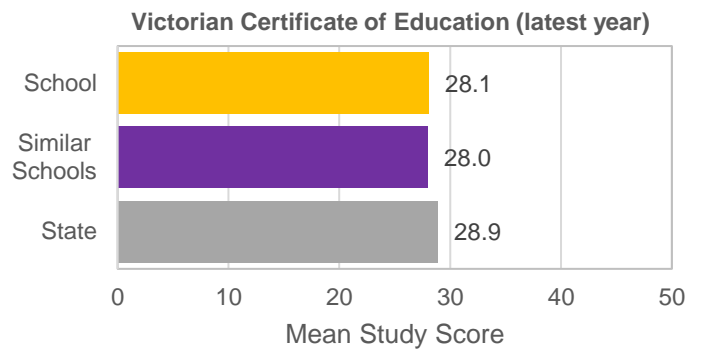
Victorian Certificate of Education (VCE)

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 (2022)	4-year average
School mean study score	28.1	27.9
Similar Schools average:	28.0	28.2
State average:	28.9	28.9



Students in 2022 who satisfactorily completed their VCE:

100%

Year 12 students in 2022 undertaking at least one Vocational Education and Training (VET) unit of competence:

7%

VET units of competence satisfactorily completed in 2022:

87%

Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2022:

80%

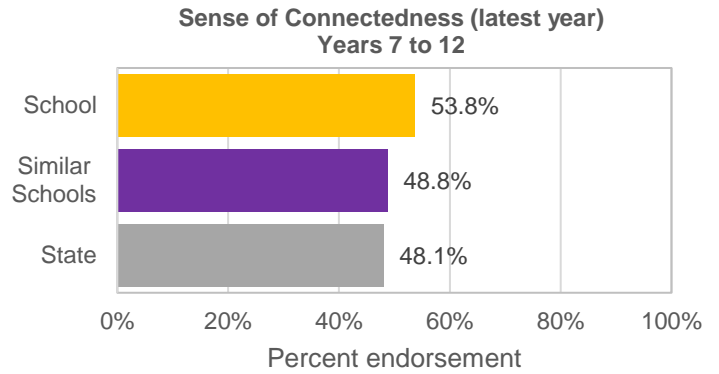
WELLBEING

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).

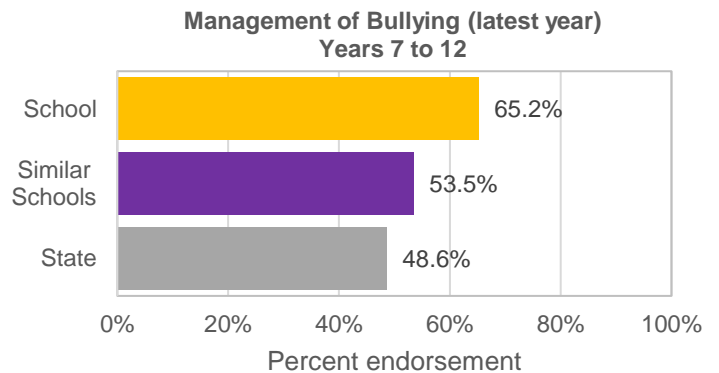
Sense of Connectedness Years 7 to 12	Latest year (2022)	4-year average
School percent endorsement:	53.8%	48.9%
Similar Schools average:	48.8%	52.6%
State average:	48.1%	52.5%



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 (2022)	4-year average
School percent endorsement:	65.2%	59.1%
Similar Schools average:	53.5%	58.9%
State average:	48.6%	54.0%



ENGAGEMENT

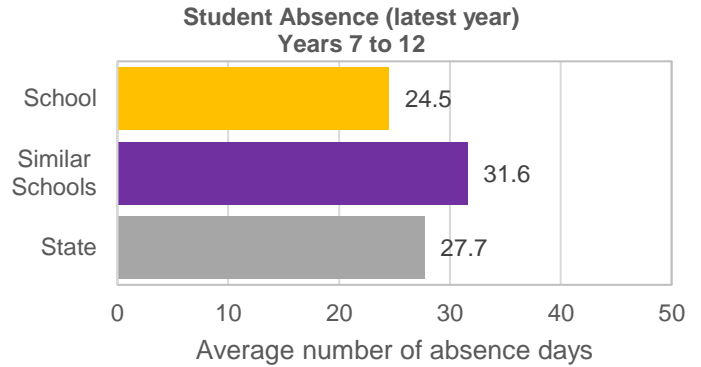
Key: ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

Student Absence Years 7 to 12

	Latest year (2022)	4-year average
School average number of absence days:	24.5	26.8
Similar Schools average:	31.6	24.6
State average:	27.7	21.8



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

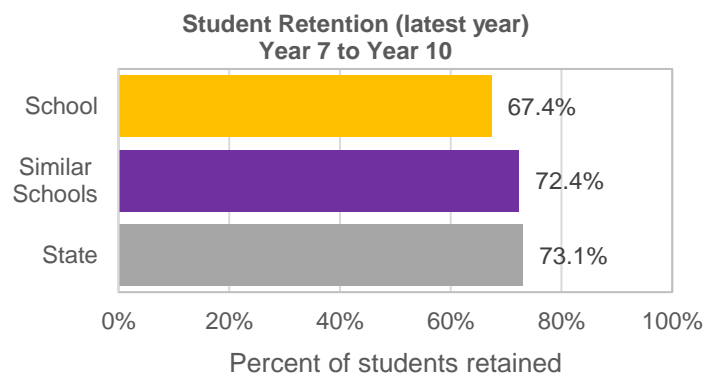
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	88%	84%	89%	87%	92%	89%

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 (2022)	4-year average
School percent of students retained:	67.4%	74.2%
Similar Schools average:	72.4%	72.5%
State average:	73.1%	73.0%



ENGAGEMENT (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.

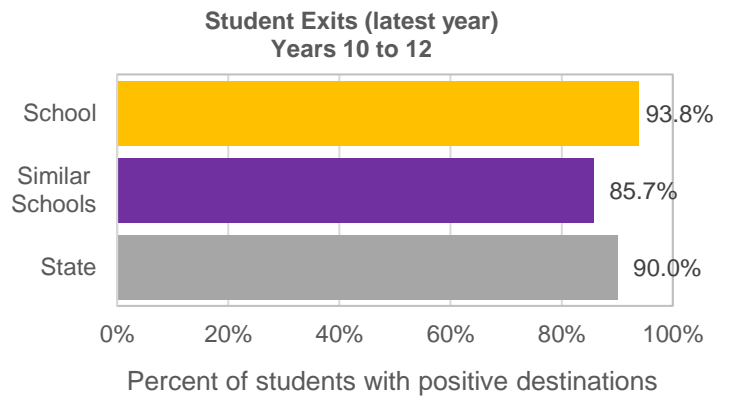
Students exiting to further studies or full-time employment

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 (2021)	4-year average
School percent of students to further studies or full-time employment:	93.8%	94.8%
Similar Schools average:	85.7%	86.2%
State average:	90.0%	89.3%



Financial Performance and Position

Financial Performance - Operating Statement Summary for the year ending 31 December, 2022

Revenue	Actual
Student Resource Package	\$3,383,790
Government Provided DET Grants	\$762,624
Government Grants Commonwealth	\$18,000
Government Grants State	\$6,811
Revenue Other	\$20,528
Locally Raised Funds	\$198,241
Capital Grants	\$0
Total Operating Revenue	\$4,389,994

Equity ¹	Actual
Equity (Social Disadvantage)	\$86,011
Equity (Catch Up)	\$11,309
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$97,320

Expenditure	Actual
Student Resource Package ²	\$3,186,592
Adjustments	\$0
Books & Publications	\$6,785
Camps/Excursions/Activities	\$46,429
Communication Costs	\$6,572
Consumables	\$156,312
Miscellaneous Expense ³	\$46,808
Professional Development	\$18,289
Equipment/Maintenance/Hire	\$83,977
Property Services	\$197,267
Salaries & Allowances ⁴	\$73,957
Support Services	\$80,932
Trading & Fundraising	\$102,585
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$51,034
Total Operating Expenditure	\$4,057,539
Net Operating Surplus/-Deficit	\$332,455
Asset Acquisitions	\$119,278

- (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 2023 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 2022

Funds available	Actual
High Yield Investment Account	\$1,069,031
Official Account	\$47,180
Other Accounts	\$0
Total Funds Available	\$1,116,211

Financial Commitments	Actual
Operating Reserve	\$126,564
Other Recurrent Expenditure	\$0
Provision Accounts	\$4,548
Funds Received in Advance	\$5,240
School Based Programs	\$249,924
Beneficiary/Memorial Accounts	\$8,500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$15,471
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$14,318
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$282,472
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$120,629
Maintenance - Buildings/Grounds > 12 months	\$150,000
Total Financial Commitments	\$977,666

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.