

2021 Annual Report to The School Community



School Name: Ararat Secondary College (8753)



- 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 23 March 2022 at 02:11 PM by Ellie McDougall (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 03:56 PM by Adam Merrick (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

Ararat College is a rural 7-12 co-educational College of just over 300 students located in the Central Highlands Region of Victoria approximately 100 kilometers west of Ballarat. The College was established in 1913 as one of the state's earliest secondary schools. Students are transported to the College on six country buses from areas including Elmhurst, Armstrong, Willaura, Maroona, Moyston and Buangor. These distances vary from a few kilometers to up to over 40 kilometers. A variety of primary schools feed into the College, and the integration of students from small primary schools into a relatively large secondary college is a challenge, which the College believes it handles well. There are three state primary schools within Ararat, as well as a Catholic Primary School and a Catholic Secondary School.

The College's mission statement and values were recently co-created with strong input from the whole school community, and focus the direction and purpose of the school. With a mission 'to provide an education that empowers young people to find their voice and thrive in any endeavour with respect, responsibility and excellence' and three core values of Respect, Responsibility and Excellence, Ararat College looks to the future with great confidence and excitement.

Ararat College buildings are situated in attractive, spacious and well-kept grounds with areas of landscaping. The buildings include a Open Learning Centre with adjacent outdoor classroom, Gymnasium, Library, Technology Wing, Technology Skills Centre, Arts Centre, Senior School Centre, Science and Language Centre, a VET Hospitality/Commercial Cooking Trade Training Centre, synthetic surface Multi-Sport Facility and a School Farm with onsite classroom. Significant maintenance and refurbishment work has been undertaken and continues to be a priority to ensure that the College's many old buildings remain functional and attractive and provide a high quality learning environment for our students.

Enrolment numbers have steadily increased more recently. Students come from a predominantly English speaking background, with Aboriginal and Torres Strait Islander students making up approximately 2% of the College enrolment. Approximately 50% of our students are from low socio-economic family backgrounds. The school currently has an SFOE of 0.5600. The College works extremely closely with the local government primary schools to ensure a supported and effective transition for students into the secondary school setting. These strong relationships also assist with continuity of learning within the curriculum. The aspiration levels of young people in the Ararat area has been identified at the state level to be extremely low. Working with a number of local stakeholders, the College continues to address this and support students to raise their aspirations and therefore motivation towards their education.

The staff profile has changed significantly over the last four years. A number of new teachers have been employed (which has included five Teach for Australia Associates), and a number of experienced staff have retired. The College's Leadership Team has grown and includes the Principal, two Assistant Principals, three Leading Teachers, three Learning Specialists and the Business Manager. Approximately 26% of the teaching staff are part time. There are currently no identified Aboriginal and Torres Strait Islander staff. The College has a diverse and multi-skilled staff that work hard to provide an engaging and challenging program for all students. The College also employs a large number of Education Support staff to assist with our high number of PSD and equity funded students, as well as supporting the student mental health and wellbeing needs. Staff succession planning, middle leadership development and capacity building continues to remain a high priority.

Our 2021 Parent Opinion Survey indicated very positive feedback from our families with parent satisfaction continuing to be above the state average.

A comprehensive range of co-curricular activities is offered to students, focusing on the holistic development of students as individuals. This includes instrumental music, media programs, camps, numerous Student Leadership opportunities, State School Spectacular, school band, annual theatre/musical production and sport programs. This supports the growth of students into confident, successful and contributing citizens. No formal programs are offered for overseas students.

Ararat College is a school focused on both the learning and wellbeing outcomes of all students. In a caring, well-disciplined atmosphere, the college sets high standards in all aspects of student endeavour and behaviour with our dedicated and talented teaching and support staff delivering engaging educational opportunities to all students, whilst also focusing on reflection and continuous improvement practices. The College makes a feature of encouraging, recognising and celebrating academic excellence, student leadership and co-curricular participation.

Framework for Improving Student Outcomes (FISO)

In 2021 Ararat College continued to focus on the first two goals within the Schools Strategic Plan and more specifically the key improvement strategies of continuing to build and embed our whole school instructional model as well as developing and embedding a student agency model. This links directly to the FISO dimensions of 'Building Practice Excellence' and 'Empowering Students and Building School Pride'.

This has seen the continued implementation of Professional Learning Communities across our school as a priority. Whilst periods of remote learning made this more challenging, our staff worked hard and ensured this was continued despite needing to adapt to an online environment. These PLC cycles are now embedded into our school's meeting calendar with a focus on an inquiry mindset and evidence based practice that supports maximising the learning growth of all our students. Peer Observations also occurred within PLC cycles and were able to occur throughout remote learning periods. Progress in these key areas has been acknowledged in our Student Attitude to School Survey with positive endorsement for the Stimulated Learning factor, remaining above both the state average and similar schools.

Our student body has continued to play a key role in informing school decisions and programs. Our Student Leaders were able to attend their annual Student Leadership Camp in Melbourne before we were moved back into remote learning and lockdown restrictions. At this camp our student leadership team commenced development on a student facing instructional model and developed their own annual implementation plan, whilst also focusing on developing their own leadership capabilities. The number of student leaders within the school has continued to increase which was fantastic to see. The Student Attitude to School Survey results again reflected progress in this area with the positive endorsement from our students for the Student Voice and Agency factor above both similar schools and the state.

Achievement

Achievement in relation to student learning gain continued to be a priority throughout 2021 as outlined in the Annual Implementation Plan. The key strategy for enabling this was the use of the whole school instructional model.

The percentage of students demonstrating high NAPLAN Learning Gain from Year 7-9 in Reading, Writing and Numeracy were all above that of similar schools. This resulted in all 12-month targets outlined in the identified area of NAPLAN growth being met as well as the target relating to mean VCE English scores. In addition to learning gain, the percentage of Year 9 students in the NAPLAN top three bands for Reading is now above similar schools and the state whilst Numeracy is above similar schools.

Staff continued to build their data literacy and actively practiced data triangulation. This also linked to the use of formative assessment to direct their teaching and learning programs. As a result of an increased awareness and understanding of data, staff are actively working together to plan for differentiation and the moderation of learning tasks, which is subsequently leading to more informed teacher judgements. The impact of this is the percentage of students at or above standard according to teacher judgements in English and Mathematics is below similar schools and the state, however this gap has decreased from 2019. The effect of this focus has been an overall improvement in classroom differentiation and point of need teaching from all staff, which has resulted in an improvement in learning gain.

Student achievement will remain a key focus, particularly student learning growth and providing our students with a foundation that allows them to exceed their academic potential. A key driver of this work will be the embedding of professional learning communities and implementation of a frequent and more detailed reporting and assessment

process.

Our literacy intervention program for Year 7 and Year 8 students continued to run throughout 2021 and supported students to enhance their overall literacy outcomes. We also trialled a student acceleration program in English for Year 8 students. A number of students also accessed accelerated studies in selected subjects throughout the school.

Our mean VCE study score has continued on an upwards trajectory, which resulted in positive outcomes for our VCE students. Whilst our overall satisfactory completion rate for VCE decreased slightly this was in line with state averages and nearly all students exited to employment. The continual cycle of targeted and focused professional learning to staff is essential to the progression of the school in this area. Students will also play a key role in directing areas for improvement and further ways we can deepen their engagement within their learning, their connection to the school and aspirations for the future.

The majority of students supported through the Program for Students with a Disability showed positive progress in achieving their individual goals as identified in their Individual Education Plans.

Engagement

Attendance remained a priority throughout 2021. This resulted in our PILOT Flexible Learning Option (FLO) program (now named FLeX) becoming a permanent fixture of our school program and being integrated into our School Farm Campus. This continues to be implemented with support from CGLLEN and SFYS. These programs were aimed at chronic non-attenders and also students who were showing signs of early disengagement providing them with more options for early intervention within our local community. Initial data is positive with some students now commencing reengagement back into our main campus. Our 2021 Attendance data did show significant improvement. A small number of students who are chronic non-attenders continue to impact student attendance and student exit data.

Increasing the active participation of students in their learning remains a focus of the College. This has resulted in student consultation on our Middle Years Structure and subsequent changes, as well as the introduction of a School Improvement Team (SIT) focused on Pathways. Careers has continued to be delivered throughout the Year 9 and Year 10 curriculum, as well as the introduction of My Career Portfolio from Year 7. In 2021 there is a Learning Specialist overseeing the positive climate for learning aspects of our school, which includes the delivery of a whole school Mentor Group Program as well as implementation of the Rights, Resilience and Respectful Relationships curriculum and The Resilience Project framework.

Whilst the majority of students exit to employment, this has often been part-time which does impact student exit data. This continues to be an area we wish to have further improvement in, as a result we have worked hard at developing strong relationships with local employment agencies, the CGLLEN and also ensuring we offer our students a wide variety of VET and pathway options.

Wellbeing

Student wellbeing continues to be a focus, however in 2021 there was a small dip in our Student Attitude to School data which had previously been indicating improvement in all domains. This resulted in targets linked to this data in the 2021 AIP only being partially met.

Our school has continued to offer an extensive number of programs to manage the often complex wellbeing needs of our students so that they are ready and able to learn when they are in their classes. Our school 'Zones of Regulation' program continued throughout remote learning, aimed at Year 7 students transitioning into secondary school and supported them in the development of their self-regulation and emotional control. Feedback and subjective data from this program continues to be very positive.

Our Wellbeing team and their associated response to wellbeing needs continues to operate very well, despite the needs of students increasing over the last two years. We continue to be part of the Doctors in Schools Program, make

constant use of the State Schools Relief foundation and run a School Breakfast Program daily. As part of the Mental Health Practitioners in Secondary Schools Initiative we employed a Clinical Psychologist who now complements the work of our Youth Worker and School Counsellor. We were lucky enough to have two therapy dogs working across our school and work closely with a number of stakeholders in our local area, including Vic Police, Navigator, Berry St, SFYS and CGLLEN. There is continual analysis and reflection on the wellbeing needs of our students and families through multiple data collection sources so that we can ensure where possible work is happening in a proactive manner. This also includes the use of daily check in tool for students. The implementation of Respectful Relationships, reestablishment of our Diversity Club, increased activities within our First Nations Group and continued work with Resilient Ararat and The Resilience Project are aspects that support improvements in this area.

Parent satisfaction continues to be a highlight for our school with the percentage of positive endorsement well above the state average. Staff Survey data demonstrated strong improvement in a number of key areas, with some factors being close to twenty percent above the state average. This trend include the positive endorsement for school climate from our staff, with this increasing and now being above the state average.

Finance performance and position

Ararat College maintained a very sound financial position throughout 2021. The School Strategic Plan in conjunction with the 2021 Annual Implementation Plan continued to provide a strong framework for the allocation of funds to support key goals and targets.

During 2021 works were completed on the refurbishment of the Senior School Coordinators office in our Senior Centre totaling \$18,947.27 which included the building component, painting and cabinetry. The floors in our Technology Wing were resurfaced amounting to \$7,330.00, photocopiers were also upgraded and new signage was completed on both the school farm and main campuses. Furniture and fittings were upgraded at a cost of \$5,525.82 and general building works totalled \$48,301.08. Refurbishment of the cardio gym also occurred as a result of funding received from Active Schools and STARRS program. Significant works were also scheduled over the December 2021 and January 2022 holiday period.

The Financial Performance and Position report shows an end of year deficit of \$482,498. This deficit was due to the overall expenditure in staffing. The cash component of Equity funding was again used throughout 2021 to offset staffing wages together with funds allocated from the cash budget towards workforce planning and to support a projected deficit in 2022.

Funds of \$100,000.00 were set aside for the establishment of undercover, lockable, school lockers bays around the main campus, however, due to the soaring cost of steel, the quotation for these works increased dramatically to \$186,000.00, therefore the money has been held over for future planning. An allocation of \$800,000.00 was also set aside for future capital works with plans continuing for the refurbishment of the E wing. Initial drawings have been received from the architect with the allocated budget being carried over throughout 2022 in the hope of securing further funding to complete the project.

For more detailed information regarding our school please visit our website at
<https://www.araratcc.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 293 students were enrolled at this school in 2021, 134 female and 159 male.

2 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).

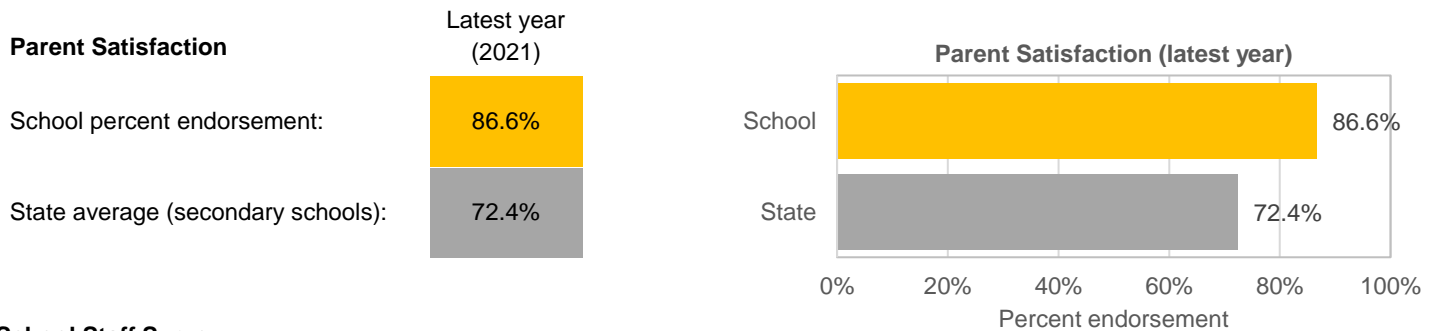
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: 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.

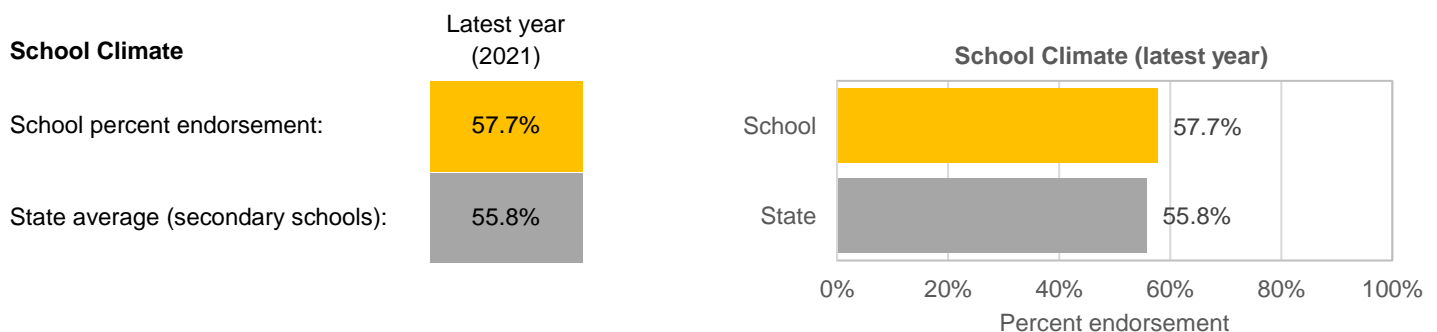


School Staff Survey

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 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

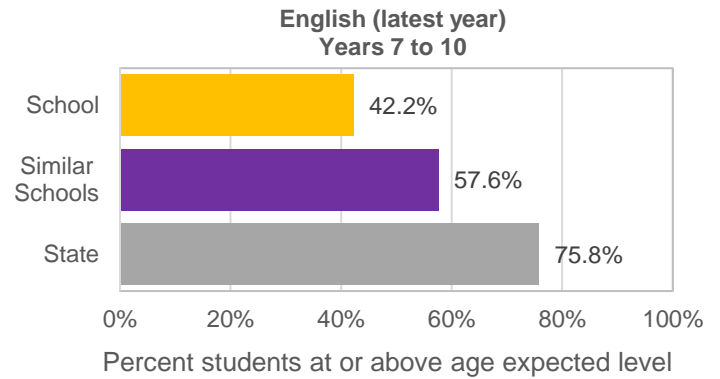
42.2%

Similar Schools average:

57.6%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

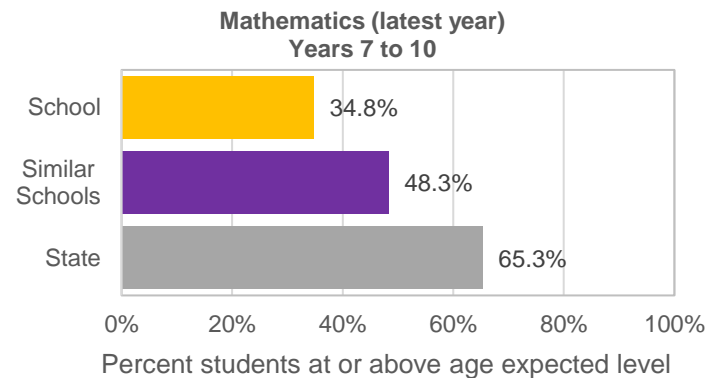
34.8%

Similar Schools average:

48.3%

State average:

65.3%



ACHIEVEMENT (continued)

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

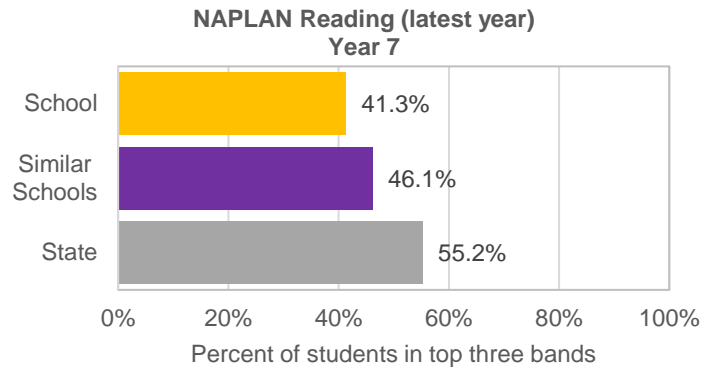
NAPLAN

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

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

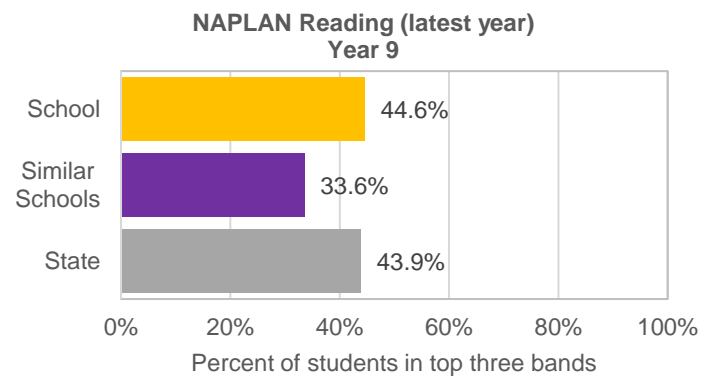
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.3%	43.2%
Similar Schools average:	46.1%	44.8%
State average:	55.2%	54.8%



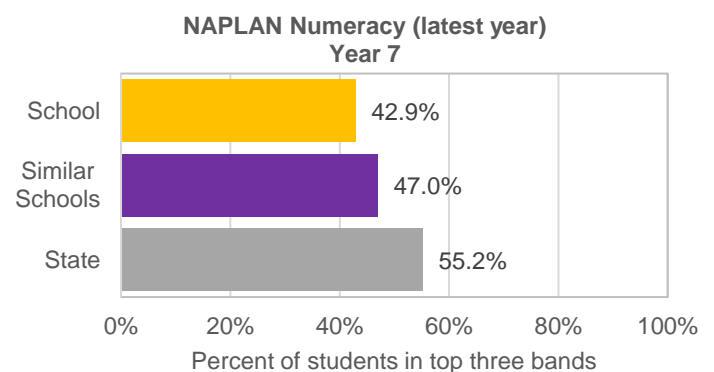
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.6%	39.0%
Similar Schools average:	33.6%	37.7%
State average:	43.9%	45.9%



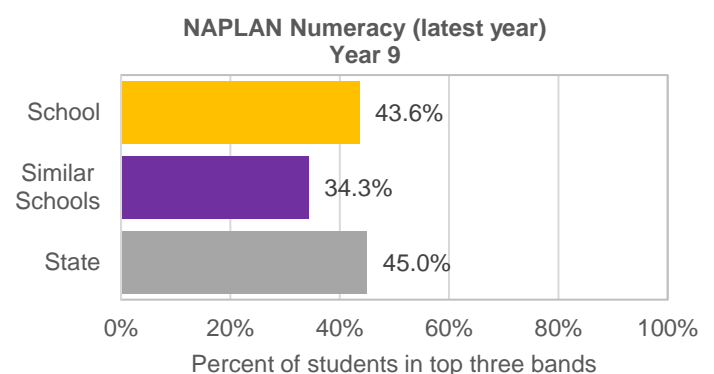
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	41.7%
Similar Schools average:	47.0%	45.0%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	43.6%	31.3%
Similar Schools average:	34.3%	37.1%
State average:	45.0%	46.8%



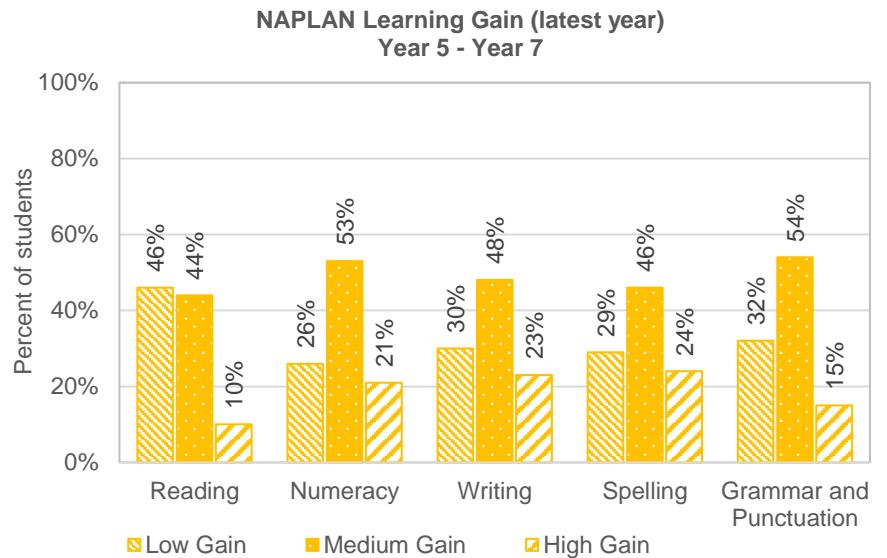
ACHIEVEMENT (continued)

NAPLAN Learning Gain

NAPLAN learning gain is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

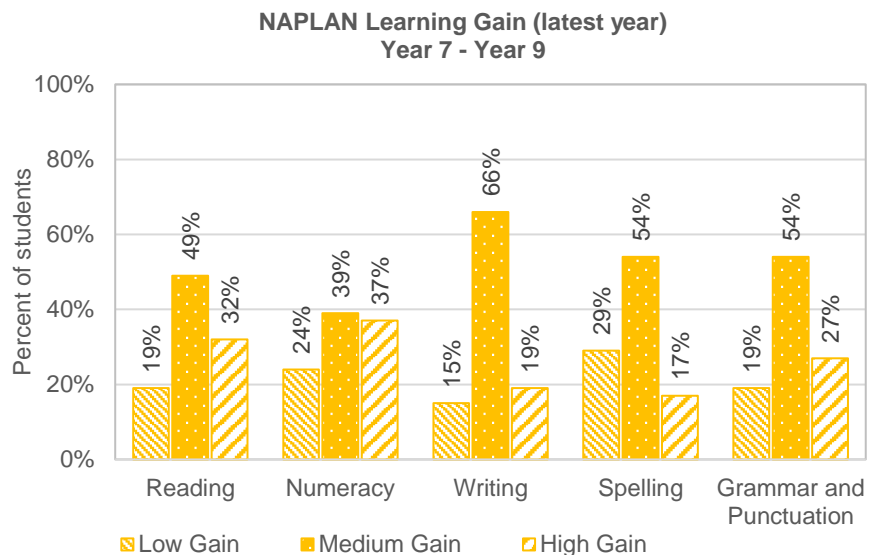
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	46%	44%	10%	19%
Numeracy:	26%	53%	21%	20%
Writing:	30%	48%	23%	19%
Spelling:	29%	46%	24%	22%
Grammar and Punctuation:	32%	54%	15%	18%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	19%	49%	32%	21%
Numeracy:	24%	39%	37%	22%
Writing:	15%	66%	19%	18%
Spelling:	29%	54%	17%	20%
Grammar and Punctuation:	19%	54%	27%	21%



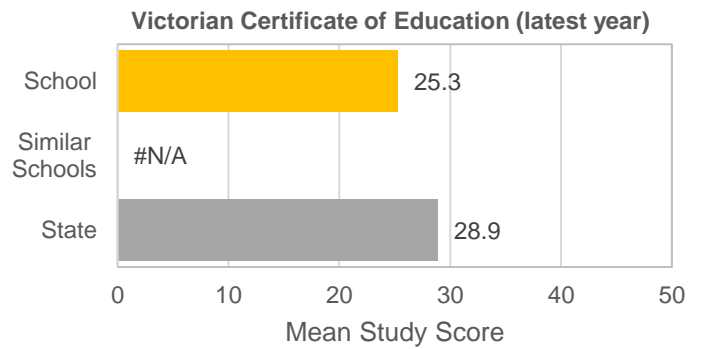
ACHIEVEMENT (continued)

Victorian Certificate of Education (VCE)

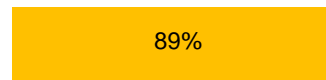
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

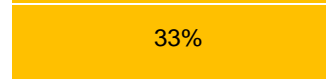
Victorian Certificate of Education	Latest year (2021)	4-year average
School mean study score	25.3	24.2
Similar Schools average:	27.4	NDA
State average:	28.9	28.9



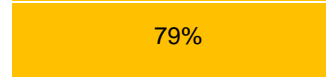
Students in 2021 who satisfactorily completed their VCE:



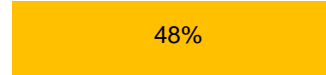
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:



VET units of competence satisfactorily completed in 2021*:



Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:



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

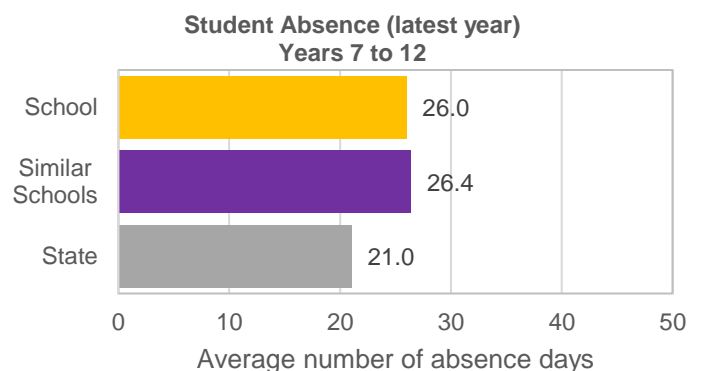
ENGAGEMENT

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

Average Number of Student Absence Days

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

Student Absence Years 7 to 12	Latest year (2021)	4-year average
School average number of absence days:	26.0	28.4
Similar Schools average:	26.4	26.1
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

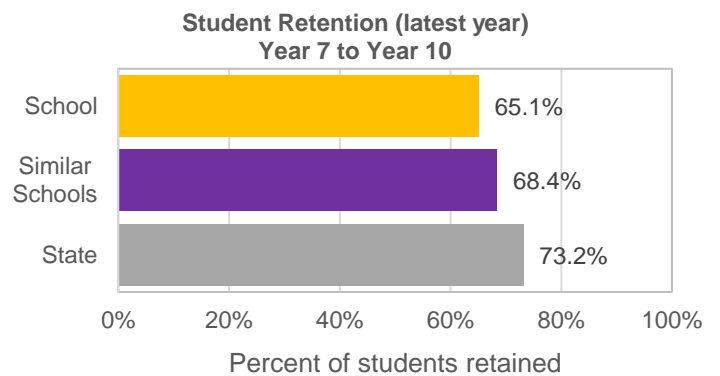
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	89%	88%	83%	84%	88%	92%

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:	65.1%	71.9%
Similar Schools average:	68.4%	67.8%
State average:	73.2%	72.9%



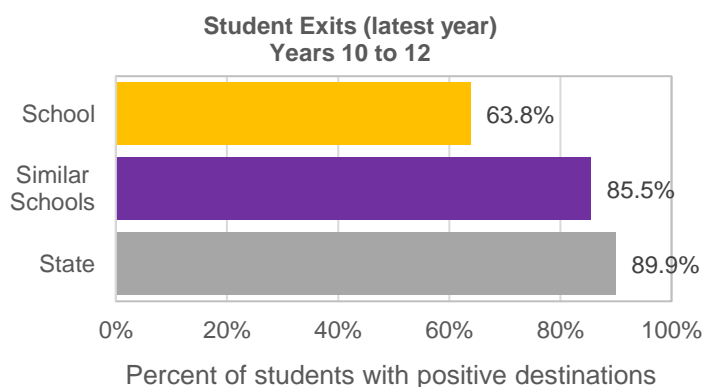
Students exiting to further studies or full-time employment

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:	63.8%	65.8%
Similar Schools average:	85.5%	83.9%
State average:	89.9%	89.2%



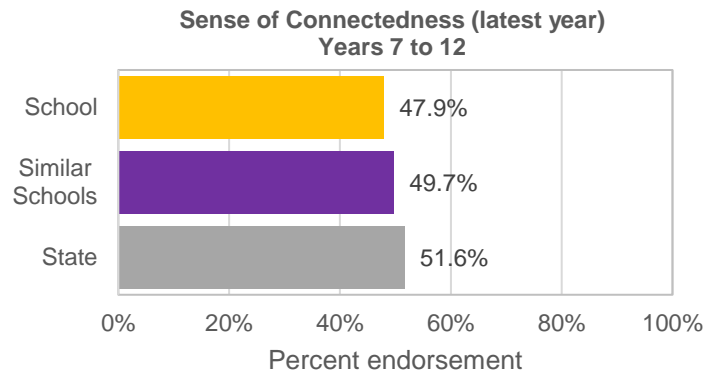
WELLBEING

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

Student Attitudes to School – Sense of Connectedness

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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	47.9%	49.8%
Similar Schools average:	49.7%	51.5%
State average:	51.6%	54.5%

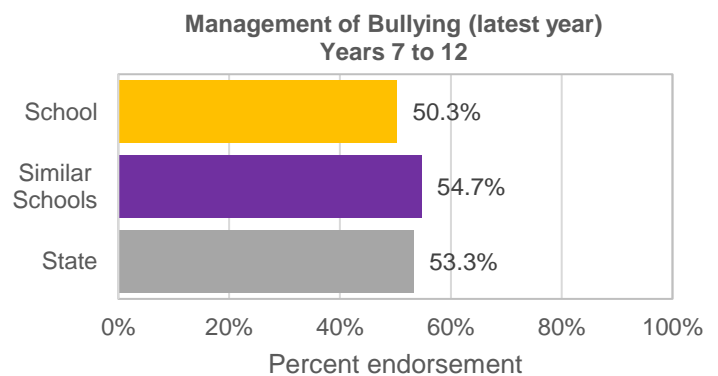


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

Student Attitudes to School – Management of Bullying

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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	50.3%	52.5%
Similar Schools average:	54.7%	56.8%
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	\$4,408,379
Government Provided DET Grants	\$1,059,010
Government Grants Commonwealth	\$0
Government Grants State	\$0
Revenue Other	\$70,639
Locally Raised Funds	\$222,783
Capital Grants	\$0
Total Operating Revenue	\$5,760,811

Equity ¹	Actual
Equity (Social Disadvantage)	\$385,500
Equity (Catch Up)	\$41,396
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$426,896

Expenditure	Actual
Student Resource Package ²	\$4,961,271
Adjustments	\$0
Books & Publications	\$3,464
Camps/Excursions/Activities	\$109,914
Communication Costs	\$27,696
Consumables	\$146,141
Miscellaneous Expense ³	\$267,189
Professional Development	\$68,881
Equipment/Maintenance/Hire	\$149,667
Property Services	\$234,670
Salaries & Allowances ⁴	\$135,975
Support Services	\$2,949
Trading & Fundraising	\$64,995
Motor Vehicle Expenses	\$3,572
Travel & Subsistence	\$2,209
Utilities	\$70,340
Total Operating Expenditure	\$6,248,934
Net Operating Surplus/-Deficit	(\$488,123)
Asset Acquisitions	\$25,747

- (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	\$3,295,356
Official Account	\$46,261
Other Accounts	\$0
Total Funds Available	\$3,341,617

Financial Commitments	Actual
Operating Reserve	\$201,950
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$903,500
Beneficiary/Memorial Accounts	\$19,500
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$439,124
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$800,000
Maintenance - Buildings/Grounds < 12 months	\$500,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$2,864,074

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.