

2021 Annual Report to The School Community



School Name: Reservoir High School (8708)



- 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 12 April 2022 at 01:14 PM by Andrew Mcneil (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 04:25 PM by Vaughn Koops (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

Reservoir High School enjoys a growing reputation for academic success, building strong relationships and providing exceptional wellbeing support for all its students. This is seen by being recognised as a 2021 winner of the "Schools' that Excel' feature in The Age newspaper. This award recognised both the growing achievement of Reservoir High School students in VCE results, but also the pathways and programs to support all students. Reservoir High is a medium sized school of 700 students that has proudly served the Reservoir, Preston, and Kingsbury communities since 1958. It is situated on the original Reservoir High School site on Plenty Road in Reservoir, with a mixture of original buildings and new purpose built teaching and learning spaces. Reservoir High is a multi-campus school, hosting the Heidelberg Teaching Unit (FLO) on its Plenty Road site in a relocatable building. The school has exceptional facilities including a long-standing licence agreement with the Darebin City Council for the Darebin Community Sports Stadium located on the Reservoir High site. We have exceptional transport links to the CBD of Melbourne as well as to a wide range of tertiary education providers. Reservoir High School has built exceptional educational links to the adjacent La Trobe university, providing opportunities for Reservoir High School students to engage in programs with the university and support long term pathways. Many students begin university study while enrolled at Reservoir High and this continues to be a focus to support the pathways of our students. Reservoir High provides excellent educational outcomes for all students in a positive, caring and supportive learning community where diversity is celebrated and valued, life long learning is embraced and all students have the opportunity to develop as leaders in their community.

The school serves a diverse community and the diversity of the school adds to the richness and quality of the students' educational experiences. The school has over 65 cultural, religious and language groups, a significant Koorie community, EAL community (55% of students have a language background other than English) and is a successful SEAL accredited school. Reservoir High is an approved provider of education to international students and provides an enriched and supportive program for international and local students.

The enrolment trend is stable. Reservoir High has a growing reputation as a successful school due to its exceptional NAPLAN results and improving VCE results. The school has 59.5 equivalent Full-Time teaching staff, 3 Principal Class Officers and 17.5 Education Support staff including two Aboriginal and Torres Strait Islander staff members. Our Strategic Plan has a strong focus on Teaching and Learning and Engagement and Well-being through building high level connections between all members of our wider school community. The school's vision is to build resilient and reflective learners who strive for excellence and value diversity through showing respect for self, others, and the community. The school's mission is to ensure our students are successful learners, literate, numerate and empowered to be critical and creative thinkers in a changing world. Reservoir High's objective is to create an engaging environment which enables all students to be able to achieve their personal best. The school's values of Diversity, Excellence and Achievement are outlined in our mantra of - "Is it Kind? Is it Safe? Is it Fair?". Reservoir High is a school where everyone has the right to feel and be comfortable in their workplace and is challenged to achieve at their best.

Reservoir High aims to achieve continuous improvement for every student in the key skills of Literacy and Numeracy, regardless of social or cultural background. With strong literacy and numeracy skills, students can engage in the Victorian Curriculum, Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL), discover their passions, talents and interests and work with the school to develop pathways for future success.

Reservoir High prioritises the building of practice excellence and creating a differentiated curriculum with assessment opportunities designed to challenge and extend all students. We aim to empower students in their own learning, build self-efficacy and develop self-motivation to achieve success, while providing a safe learning environment that promotes the wellbeing of all students, and partners with parents and the wider community to empower students. Outstanding features which draw students to our school include opportunities in our Selected Entry Accelerated Learning Program (SEAL), Drama, Dance and Music performances as well as a wide range of pathways including VCE, VCAL (including School Based Apprenticeships/Traineeships) and VET.

Framework for Improving Student Outcomes (FISO)

Key to Reservoir High's vision of success and achievement for all in the learning community is the development of a community of learners where life-long learning is valued by all. To support this, the Key Improvement Strategies in 2021 were; Improving Student Achievement and Outcomes, Improving Student Engagement and Well-being and Empowering Students and Promoting Well-being.

Reservoir High is a Professional Learning Communities school, with ongoing work in 2021 to embed the PLC approach. This approach identifies students' points of need through analysis of student learning data and then teams of teachers collaborating through Cycles of Inquiry to produce an engaging, documented and viable curriculum as well as challenging and engaging assessment tasks. Supporting this is the on-going work in embedding the Reservoir High Explicit Teaching Model of 'I do, You do, We do' across the curriculum. Reservoir High was able to deliver on this KIS through our shared work on using data to enhance the delivery of our Instructional Model. A key challenge to this on-going work was the interruption caused by remote learning across the school year. However, this focus on the use of evidence of student learning and well-being data and enhancing our Instructional Model supported the delivery of remote learning during the year. A further KIS was to implement a Tutoring Program to support the catch up of learning lost in 2020. The school achieved this target, but on-going periods of remote learning required a restructure of the program to support the learning needs of our students.

It is of no doubt that 2021 was a difficult year for students, as well as many people in the wider community. To support the Well-being and Engagement of our students, the school was able to implement a range of programs in order to build connection and confidence, and promote happy, health and active kids. Reservoir High re-introduced Health and Well-being Days for students in all year levels, implemented a 'Lunch-time clubs' program to promote engagement and added additional sport and opportunities for active time for our students. The Lunch time Clubs program and Health and Well-being Immersion days will continue to be a feature of the school's approach to supporting the wellbeing and engagement of our students.

Achievement

The key achievement targets for Reservoir High continue to be a focus on growth in student Literacy and Numeracy and continued improvement in VCE outcomes. This can be seen in the achievement of our students in 2021 both at VCE and NAPLAN. At VCE, the school saw further improvement in VCE achievement with average achievement well above similar schools. Students at VCE experienced a very disruptive two year program, with remote learning at Year 11 (in 2020) and Year 12 (2021) counting for up to half of their time in the VCE. To achieve continued improvement, as well as being recognised as a 'School that Excels' reinforces the approaches taken in the school to provide opportunities for students to achieve at their best. This includes the core work around providing an orderly, focussed and productive learning environment, staff using the school's Instructional Model and also implementing a coaching and study skills program to support students in achieving at their best. At NAPLAN level, our students continued to achieve better than similar schools, but a renewed focus on learning gain from Year 7 to Year 9 is key to continued achievement for our students. Reservoir High employed a numeracy coach and literacy coach to support the professional learning of all staff in approaches to improving Numeracy and Literacy achievement. For students in the Program for Students with Disabilities, remote learning also caused disruption to their program. However, the school continued to provide targeted support and regular Student Support Group Meetings to ensure that students achieved their goals in their Individual Learning Plans.

Much of the learning for our students in 2021 occurred behind a computer screen from home. Reservoir High does not operate a BYOD program for students in Years 7, 8 or 9. Instead devices are provided for student learning in classrooms by the school. During remote learning, the school provided devices for many students to use at home. Devices are used at school as part of the Instructional Model, with a focus on teachers explicitly teaching knowledge, concepts, skills and processes. The use of digital tools, programs and platforms such as One Note, Microsoft Teams

and the Microsoft Office apps support the school's Instructional Model, it does not replace it. Throughout 2021, the use of devices supported the learning of students, whether they were at home or at school. In each lesson, Reservoir High School teachers explicitly teach their students, by firstly outlining the Learning Intentions and Success Criteria of the lesson. This is then followed by explicit teaching of key knowledge, concepts or skills in the 'I do' phase of the lesson. To support student achievement, the second phase of 'We do', or guided instruction, supports students to apply the new knowledge or skill and receive feedback from their teacher or peers before students then engage in the independent or small group practice of the 'You do' phase. The use of technology and devices supports the differentiation of student learning throughout the 'I do, We do, You do' approach and supports the achievement of every student. Throughout 2021, Reservoir High School was able to refine its use of digital tools and technology to support the learning and achievement of its students.

Engagement

Student attendance is the key indicator for student engagement. Attendance at Reservoir High School is outstanding. In 2021, the whole school attendance rate was 93%. The attendance of students at Reservoir High is well above both similar schools and all schools in Victoria. Reservoir High has a clear and strictly enforced attendance policy which is supported through the sub-school model. The School is split into three sub-schools; Junior School (Years 7&8), Middle School (Years 9&10) and Senior School (Years 11&12) with a dedicated Sub-School Manager for each sub school with the responsibility to build relationships with students and families and implement the Reservoir High School Attendance Policy. It is clear that it is not OK to be away and, through the use of the Compass learning management system and the Sub-School Manager, support is provided to ensure high levels of attendance. Supporting the attendance procedures of the school are a focus on creating an effective learning environment for all and the development of points of connection for students to the School.

Reservoir High School reflects the diversity of its local community. The diversity of the school is celebrated and developed through the key value of respect; both respect for self and others and for the school. The key mantra of "Being Safe, Being Kind and Being Fair" underpins all restorative conversations at the school. The school runs its Athletics carnival as a "Fair Go Sports" event, the RAH (Reservoir Against Hate) Student Club supports the diversity of our community (including cultural, linguistic, religious and lifestyle choice diversity) and many points of connection are provided to students through extra-curriculum activities. These include: Annual School Production; the Reservoir High School Football Academy; Instrumental Music opportunities and a focus on increased ensembles; the lunch time Clubs program with a range of activities including Games Club and E-sports Club, a Homework Club staffed by teachers every night of the week and Leadership opportunities for all, including the Student Representative Council. We were extremely proud to be able to run events such as the production, sports events, clubs, debating and music concerts in a year as disrupted as 2021 was.

Aligned with the extra-curriculum activities are a focus on developing engagement in the curriculum. Student choice in curriculum is fundamental through offering elective choices for students in Years 9 to 12 to select subjects that cater to their interests and talents and allow them to pursue their pathways in the Middle and Senior School in either VCE, VET or VCAL. The school has committed to expanding its vocational pathways, by offering VCAL at both Intermediate and Senior Level with designated classes at each year level, increased scope to access external and internal VET offerings, increased participation in School Based Apprenticeships and Traineeships and an on-going commitment to to the Head Start Apprenticeship and Traineeship program as well as school based supports for Structured Workplace Learning and Traineeships.

Wellbeing

Students at Reservoir High School rate their school experience as positive in all areas. They feel personally accepted, respected, included, valued and supported by others in the school social environment. Connected and engaged students generally have greater well-being and higher achievement outcomes. One particular highlight has been the positive support in student endorsement of transitions both into the school, transition through the sub schools and transition into post schooling destinations. The school plays a key role in the "Joining the Dots" Transition Network in the wider Melbourne North area, and students at Reservoir High present to the network on transition programs. The Year 10 Peer Leaders receive training in both leadership and well-being support, and support the transition program within the school. In order to support the emotional development and well-being of all students, Reservoir High has proudly become a lead school in the Respectful Relationships program. This has seen a leadership role for the Respectful Relationships Program established and implementation of dedicated health immersion days as part of the curriculum. Students have reported (through the Attitudes to School survey) increased connection to the school and their peers, increased respect for diversity, higher levels of safety and increased endorsement of the managing of bullying. Reservoir High is a lead school in the Respectful Relationships program, implements Health Immersion days to support student knowledge and understanding of wellbeing and how students can work with the school and wider community to remain healthy and well.

Reservoir High School is also proudly a lead school in the Doctors in Secondary Schools Program. This Government initiative sees a doctor and nurse at Reservoir High School supporting our well established holistic well-being program. The Doctor has become an integral part of the school, providing a welcoming and supportive space for students and for the school to provide a range of wrap around supports for our students. Reservoir High also provides a dedicated Student Well-being Coordinator, a further School Nurse, Youth Worker, Psychologists and has developed external links with agencies and support services such as Headspace and The Salvation Army in order to provide both pro-active and one on one support for students.

Finance performance and position

Reservoir High School is financially secure. While the school recorded a deficit in 2021, the equity funding the school receives is used to fund teaching and support staff as part of the Student Resource Package. In 2021, the school continued to significantly invest in infrastructure development, including air conditioning in classrooms, upgrades and provision to computers and devices for students, outdoor seating and refurbishment of the external basketball courts. The school has continued to see a decrease in its equity funding in 2021 while at the same time a slight increase in terms of overall student numbers. The overall staffing FTE has increased slightly in order to staff further tutors and specialist in literacy and numeracy. The total funds available to the school at the end of 2021 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://reservoirhs.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 692 students were enrolled at this school in 2021, 315 female and 377 male.

41 percent of students had English as an additional language and 7 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).

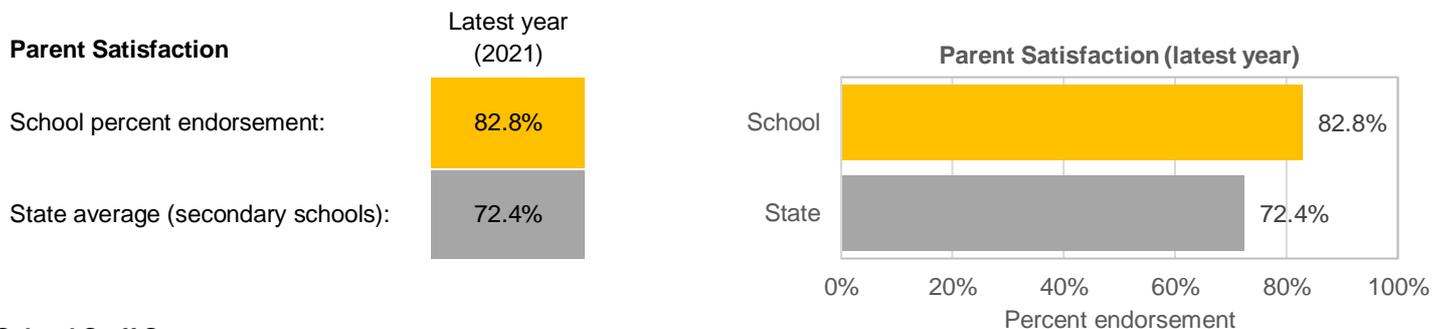
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

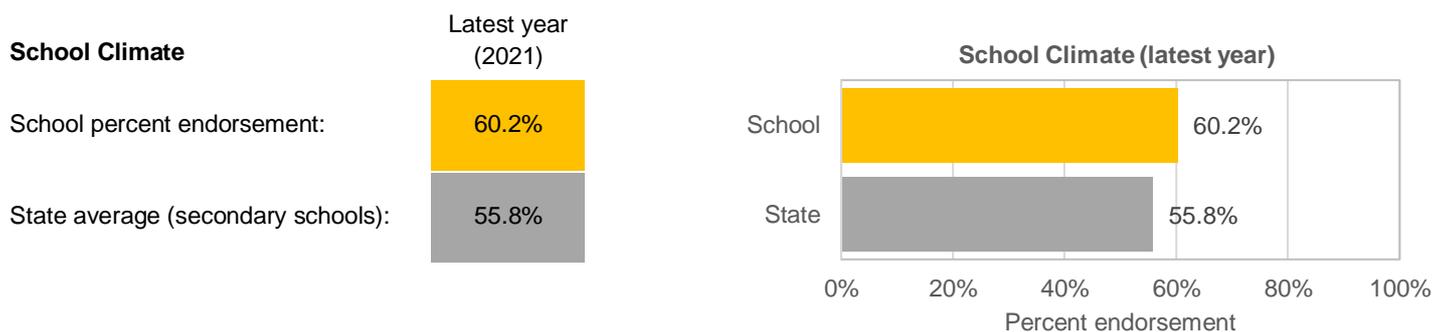


School Staff Survey

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.



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:

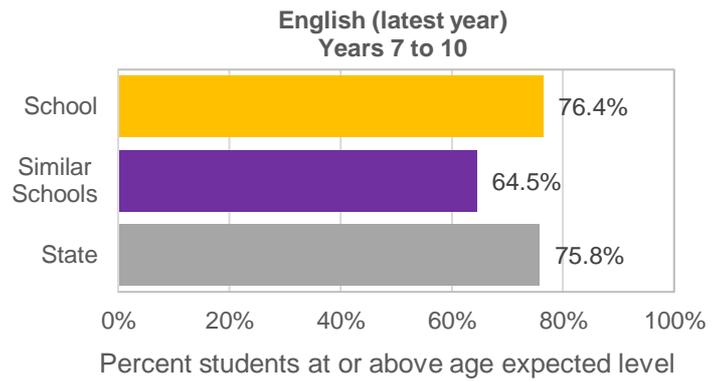
76.4%

Similar Schools average:

64.5%

State average:

75.8%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

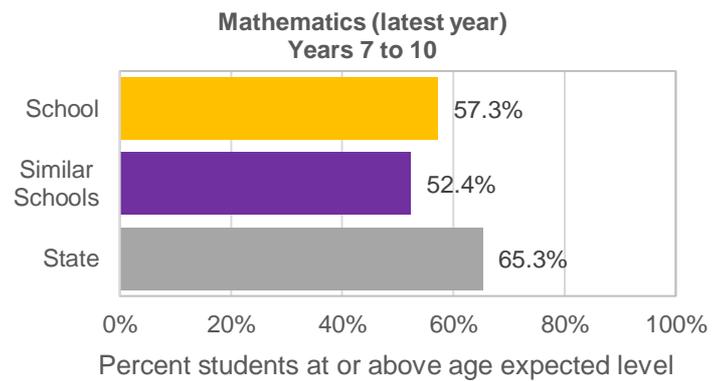
57.3%

Similar Schools average:

52.4%

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.

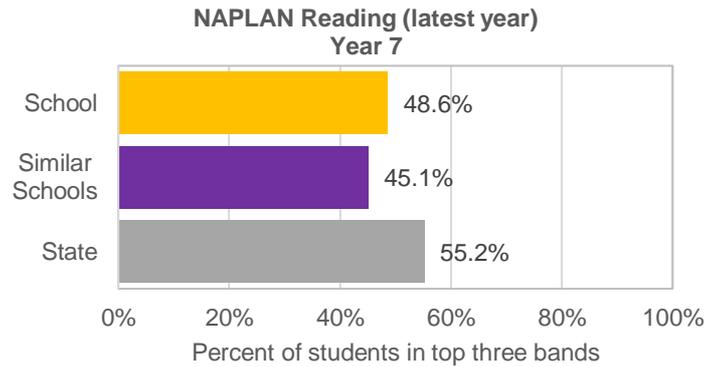
NAPLAN

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.

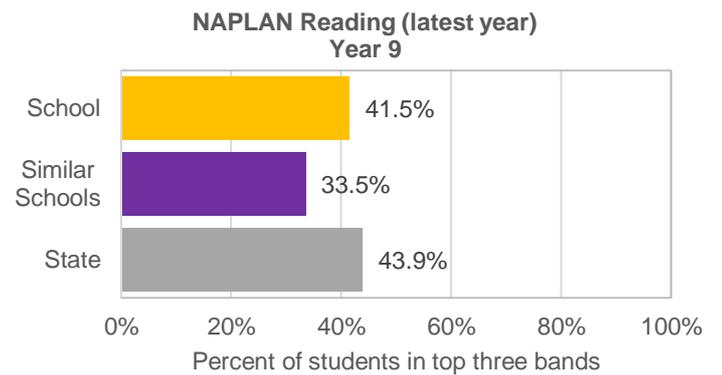
**Reading
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	48.6%	52.2%
Similar Schools average:	45.1%	44.7%
State average:	55.2%	54.8%



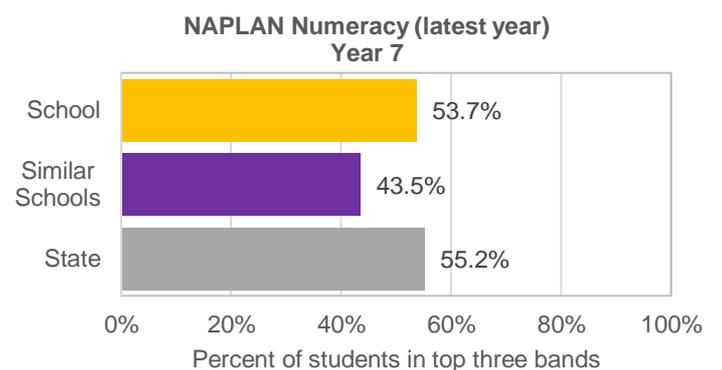
**Reading
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	41.5%	42.3%
Similar Schools average:	33.5%	35.1%
State average:	43.9%	45.9%



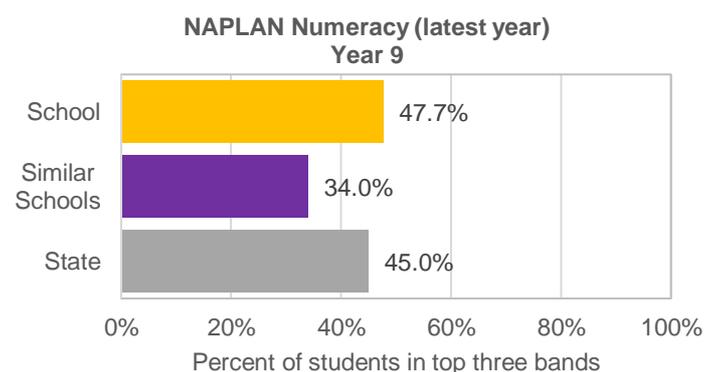
**Numeracy
Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.7%	53.8%
Similar Schools average:	43.5%	44.2%
State average:	55.2%	55.3%



**Numeracy
Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	47.7%	48.9%
Similar Schools average:	34.0%	34.4%
State average:	45.0%	46.8%



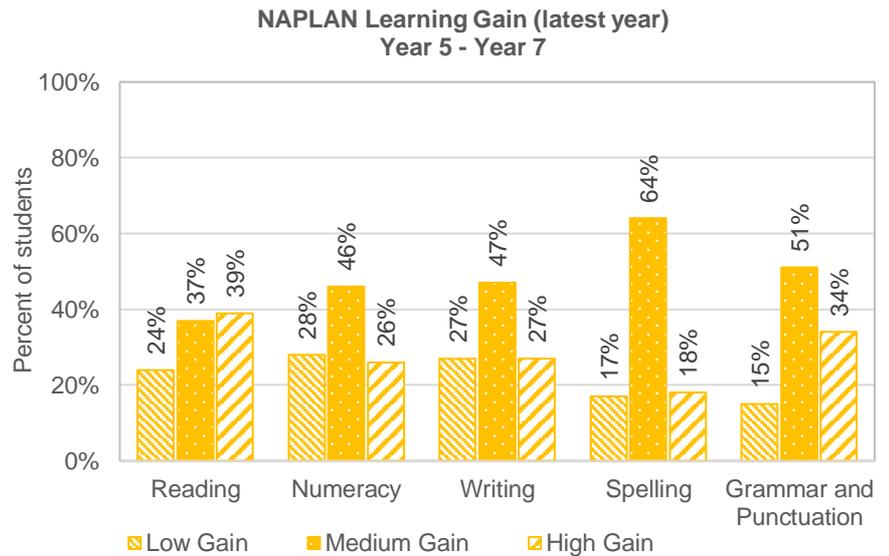
ACHIEVEMENT (continued)

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'.

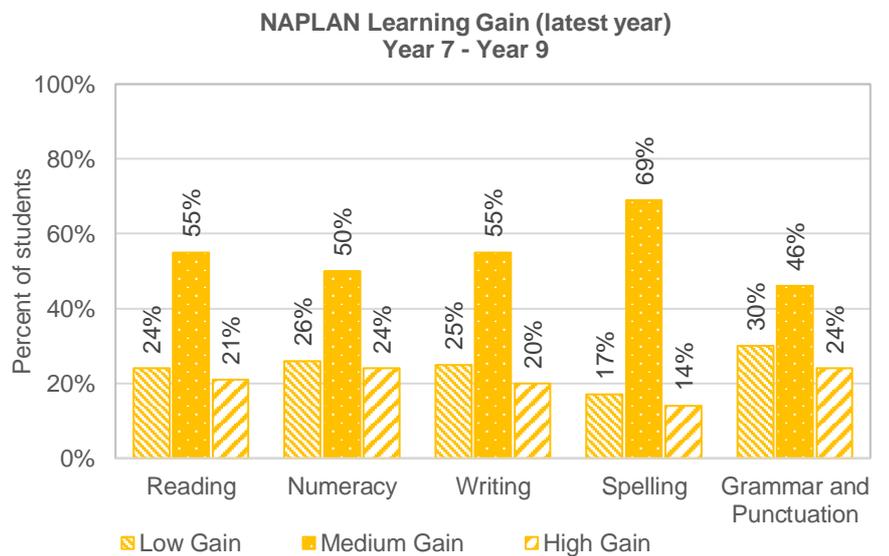
**Learning Gain
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	37%	39%	18%
Numeracy:	28%	46%	26%	18%
Writing:	27%	47%	27%	19%
Spelling:	17%	64%	18%	21%
Grammar and Punctuation:	15%	51%	34%	19%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	24%	55%	21%	22%
Numeracy:	26%	50%	24%	22%
Writing:	25%	55%	20%	20%
Spelling:	17%	69%	14%	20%
Grammar and Punctuation:	30%	46%	24%	21%



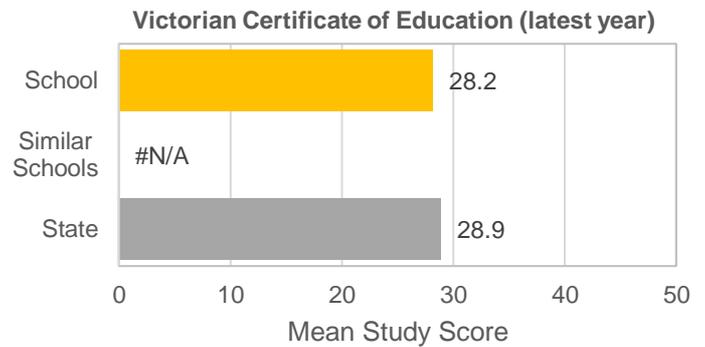
ACHIEVEMENT (continued)

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	28.2	27.9
Similar Schools average:	26.5	NDA
State average:	28.9	28.9



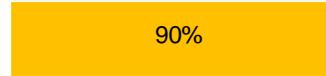
Students in 2021 who satisfactorily completed their VCE:



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.

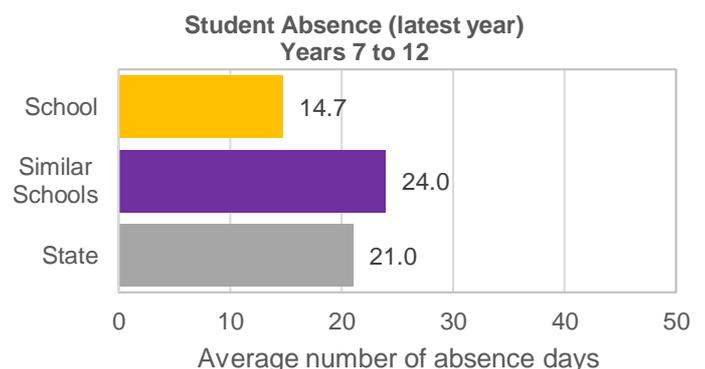
ENGAGEMENT

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:	14.7	14.9
Similar Schools average:	24.0	22.3
State average:	21.0	19.6



ENGAGEMENT (continued)

Attendance Rate (latest year)

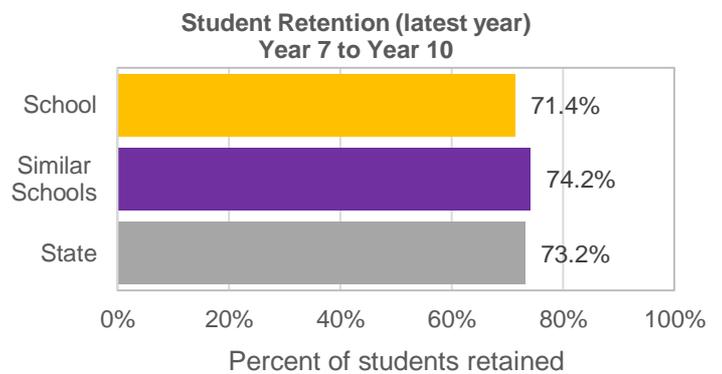
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Attendance Rate by year level (2021):	92%	93%	92%	91%	93%	95%

Student Retention

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

Student Retention Year 7 to Year 10

	Latest year (2021)	4-year average
School percent of students retained:	71.4%	70.5%
Similar Schools average:	74.2%	72.2%
State average:	73.2%	72.9%



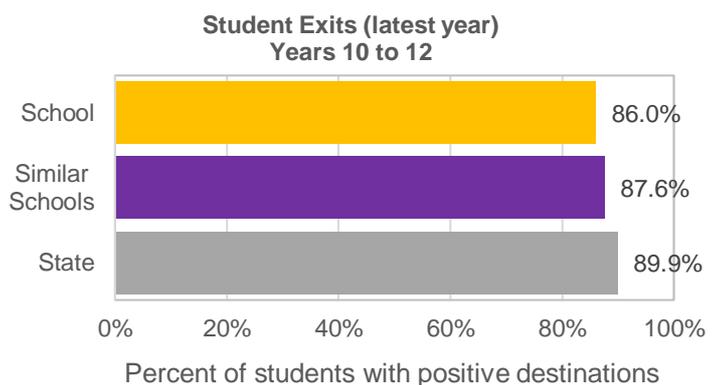
Students exiting to further studies or full-time employment

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:	86.0%	89.0%
Similar Schools average:	87.6%	86.6%
State average:	89.9%	89.2%



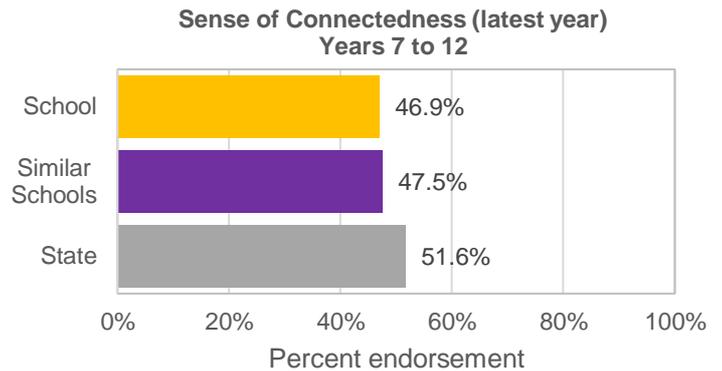
WELLBEING

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:	46.9%	52.5%
Similar Schools average:	47.5%	49.6%
State average:	51.6%	54.5%

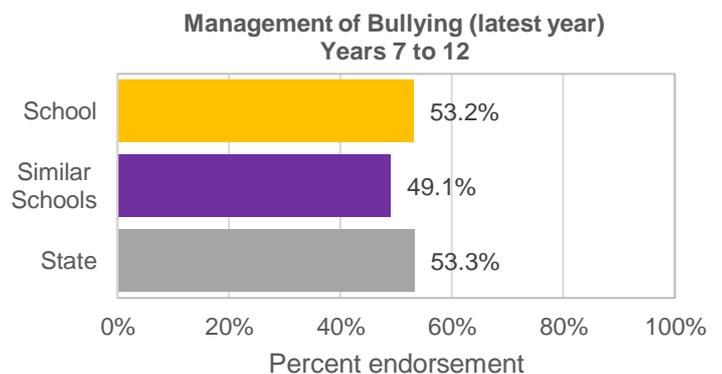


Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

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:	53.2%	57.8%
Similar Schools average:	49.1%	52.2%
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	\$8,367,640
Government Provided DET Grants	\$1,715,381
Government Grants Commonwealth	\$6,500
Government Grants State	\$0
Revenue Other	\$140,531
Locally Raised Funds	\$232,574
Capital Grants	\$0
Total Operating Revenue	\$10,462,625

Equity ¹	Actual
Equity (Social Disadvantage)	\$705,195
Equity (Catch Up)	\$51,459
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$756,653

Expenditure	Actual
Student Resource Package ²	\$8,593,436
Adjustments	\$0
Books & Publications	\$3,117
Camps/Excursions/Activities	\$47,991
Communication Costs	\$14,314
Consumables	\$183,326
Miscellaneous Expense ³	\$34,279
Professional Development	\$44,086
Equipment/Maintenance/Hire	\$255,700
Property Services	\$618,965
Salaries & Allowances ⁴	\$704,316
Support Services	\$184,152
Trading & Fundraising	\$4,814
Motor Vehicle Expenses	\$6,993
Travel & Subsistence	\$0
Utilities	\$104,925
Total Operating Expenditure	\$10,800,413
Net Operating Surplus/-Deficit	(\$337,788)
Asset Acquisitions	\$0

- (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	\$931,272
Official Account	\$79,933
Other Accounts	\$0
Total Funds Available	\$1,011,205

Financial Commitments	Actual
Operating Reserve	\$267,579
Other Recurrent Expenditure	(\$4)
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$14,815
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$250,000
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$250,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$100,000
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$882,390

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.