

2021 Annual Report to The School Community



School Name: East Loddon P-12 College (6217)



- 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 02 May 2022 at 02:22 PM by Steven Leed (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 24 May 2022 at 02:48 PM by Richard Hicks (School Council President)

How to read the Annual Report

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

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

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

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

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

The Performance Summary includes the following:

School Profile

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

Achievement

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

Engagement

Student attendance and engagement at school, including:

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

Wellbeing

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

- Sense of Connectedness
- Management of Bullying

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

Considering COVID-19 when interpreting the Performance Summary

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

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

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

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

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

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

What does 'NDP' or 'NDA' mean?

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

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

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

What is the 'Victorian Curriculum'?

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

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

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

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

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

About Our School

School context

East Loddon P-12 College serves the towns of Dingee, Mitiamo, Raywood, Calivil, Serpentine and surrounding areas. With a student population of 260, and an SFO of 0.4962, the College provides a spacious and healthy environment with all students travelling to school by bus.

The College is a central hub within the district, with the surrounding community having been contracted due to the effects of rural demographics and prolonged drought. The community is very supportive of the College with parents regularly involved in the curriculum and daily operations. Whilst the college has been negatively impacted by Covid-19, the college remains optimistic about the communities capacity to work together and demonstrate resilience in difficult times.

The College has an experienced staff of teachers (FTE 25.7) and educational support staff (FTE 5.6) who have come to know the students and their families well. The P-12 nature of the College allows students to move through their education in a caring and supportive environment with 3 sub-school levels (P-4, 5-8 and 9-12). A range of DET Student Support Services staff also periodically attend the college, with the college also employing the services of a speech therapist one day per fortnight. As well as a DET KESO staff member attending the college on a three-weekly basis, the college also has one staff member who identifies as Aboriginal and/or Torres Strait Islander. The College offers a broad curriculum, with student exchanges, career planning, ICT, cultural, sporting and social events, but with a strong focus on literacy and numeracy. The college does not currently have any programs on offer for overseas students, with no overseas students enrolled at the college.

The College faces the challenges of maintaining and enhancing the curriculum that is offered in order to meet the needs of the rural student. The importance of the concepts of learning and education for all young people are promoted at all year levels. We continue to strive to create a variety of educational opportunities and to maximise the many benefits available to students through a seamless P-12 education.

Framework for Improving Student Outcomes (FISO)

East Loddon P-12 College maintained a strong focus on two key FISO priorities throughout 2017 - 2019. 'Excellence in teaching and learning – Building Practice Excellence' and 'Professional leadership – Building Leadership Teams'. Following a school review in 2019, the college has agreed to focus on the following two goals as part of the 2020-2024 SSP -

* To improve student learning outcomes in literacy and numeracy

* To improve student engagement

College staff have supported and encouraged each other in the continued embedding of the 'I-LEARN' teaching and learning model through a focus on collective efficacy across all 3 sub-schools. Led by the college Curriculum Co-ordinator, all staff planned and documented lessons which specifically adhered to the models key focuses of 'Investigate', 'Learning Intentions', 'Explicit Teaching', 'Application', 'Review' and 'Now What'. Members of the college leadership team, including the Principal and Assistant Principal attended Professional Learning Communities training through BASTOW to strengthen collective efficacy with Learning Intentions in all classes.

East Loddon P-12 College leadership team created a distributive leadership model outlining the roles, responsibilities and accountabilities of all teams and staff within the college. This work also included the reviewing and updating of college organisational structures and protocols for meetings, as well as base work for Professional Learning Community meetings.

Throughout 2021, the college has achieved outstanding academic and satisfaction survey results once again, largely due to the high level of collective efficacy evident across the entire staff. Students are very well supported to achieve at their best and the college's program of student feedback, which is conducted each term in every class, has lead to a high level of student voice and agency at all year levels.

A variety of areas in the school have benefited from the belief that together we have the power to positively influence all students.

Achievement

2021 saw our College extend the level of student support in classes from prep to year 12. On the back of a year with many disruptions, the focus was both on wellbeing and catch up. The tutor support program and more strategic use of PSD and equity funding allowed us to spread support across a wider range of year levels. Support across years prep-12 was targeted at literacy and numeracy classes and allowed staff to work with smaller groups of students, (usually of similar ability), to both scaffold and extend. Many students found the return to full time on site learning a challenge and this was further accentuated by additional periods of home learning which were often thrust upon us with little warning. Though this has been a challenging two years for our students the majority have completed the year admirably. Leading the success were once again our senior students who continued the run of excellent results, which is gradually become the norm at East Loddon P12. Last year our average ATAR score was a staggering 82, with five of our fourteen year 12 students scoring in the 90's and our DUX achieving a record for the school of 99.3. Our median study score was 33. The entire community is so proud of the results of our students. Interestingly, the fantastic results of our exiting students are becoming the source of anxiety for some of our current senior cohort as the pressure to achieve becomes a perceived reality. We need to monitor this closely and use the example that past students have set, to our advantage.

Engagement

Periods of remote and flexible learning in 2021 provided a great challenge to all schools, with East Loddon P-12 College again being no different. The fact that all students live considerable distance from the college, Internet connectivity can be sketchy at the best of times and that all students generally travel via bus added another level of complexity for us to consider once again. The school used existing buses as a delivery service to dispatch and collect work packs and resources for students. This significantly assisted with engagement of students, particularly in the primary years. Staff met regularly with students online and were encouraged to prioritise student wellbeing above everything else. The college's wellbeing team, along with the college's leadership team closely monitored student non-attendance and made regular contact with families of non-attending students with a focus being placed on re-engagement with school. Our college wellbeing-assistant regularly made contact with the families of 5 students who had higher non-attendance levels, with home visits taking place on an as-needs basis.

The support of teaching and educational support staff in regards to academics was widely praised by the parent community with the school continuing to work with parents and students with regards to expectations of remote and flexible learning, to better meet the needs of families, students and staff. Throughout the entire period of remote and flexible learning, wellbeing staff and leadership team members made regular phone and/or email contact with families of students who were at-risk of not engaging with their learning. This has also continued with families of students who have higher levels of non-attendance.

To support student engagement during the transition back to onsite learning in 2022, the college continues to employ a part-time wellbeing assistant, as well as a Mental Health Practitioner. The college will focus on 'Continuing to develop teacher capability to embed evidence based instructional practices' as part of it's annual implementation plan, with a further focus on the three statewide Key Improvement Strategies of -

- 1- Learning Catch Up and Extension Priority
 - 2- Happy, Active and Healthy Kids Priority, and
 - 3- Connected Schools Priority
-

Wellbeing

East Loddon P-12 College again used Equity funding to employ a Wellbeing Co-ordinator, 3-days per week throughout 2021 in order to continue a focus on addressing student wellbeing issues across the college. Together with our college wellbeing-assistant and school nurse, our wellbeing team were able to ensure that there were always at least one member of the wellbeing team at school on any particular day. During our periods of remote and flexible learning, the college wellbeing team were vital when it came to contacting at-risk families and developed a wide range of resources for families, students and staff to use during these uncertain times, some of which were pro-active and others which addressed student re-engagement with school, peers and classes.

The college continued to open the gymnasium and library at lunchtimes during on-site schooling days, with the college gym also being open during break-times during remote learning times. Members of staff ran impromptu challenges in the college gymnasium at lunchtimes, encouraging all students to engage at home. The wellbeing team also provided activities for families to complete together at home, which required minimal equipment. The college continues to have an extensive list of service providers through DET, with a speech pathologist, social worker, Koorie Education Support Officer and child psychologist attending the college on a fortnightly basis where they could. Private speech sessions were also provided once again to families on a fortnightly basis throughout the year, with 8 students regularly attending these sessions. A focus on the Understanding Poverty ideas of 'Hidden Rules', 'Choices', 'Formal Vs Casual Language Register' and 'Mutual Exchange' in all classrooms continued to become embedded throughout 2021, with college staff collectively focussing on The Resilience Project as their next means of wellbeing Professional Development.

Finance performance and position

The college finished the 2021 school year in surplus, due largely to the progressive carrying-over of funds in readiness for the Capital Building Works program that commenced in 2020, and are due to finish mid 2022. There has once again been further staffing turn-over which has led to the increase in graduate level staff in place of top-of-the-range teaching staff, which has also led to an increased surplus. Equity funds received by the college in 2021 were used to continue the employment of a .6 Wellbeing Co-ordinator, as well as increased time fractions for education support and integration staff. Periods of remote and flexible learning led to a significant decrease in the need to employ casual relief teaching staff, which has in-turn helped with a positive financial position for the college. The surplus that the college will carry forwards into 2022 will largely go towards continued works associated with the Capital Building Works program and associated furniture and landscaping requirements, as well as contingency for what will likely be a staffing deficit due to employment of further wellbeing staff to assist students after the uncertainty of 2021's pandemic. The college is looking to have a great deal more educational support assistance in each classroom in 2022, as well as a thorough program of tutoring and small group intervention.

For more detailed information regarding our school please visit our website at <https://www.eastloddp12.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 246 students were enrolled at this school in 2021, 139 female and 107 male.

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

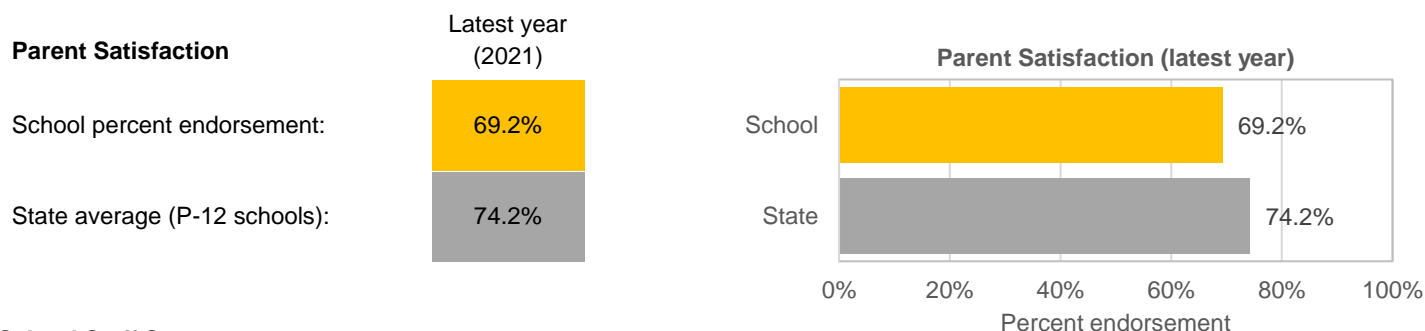
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

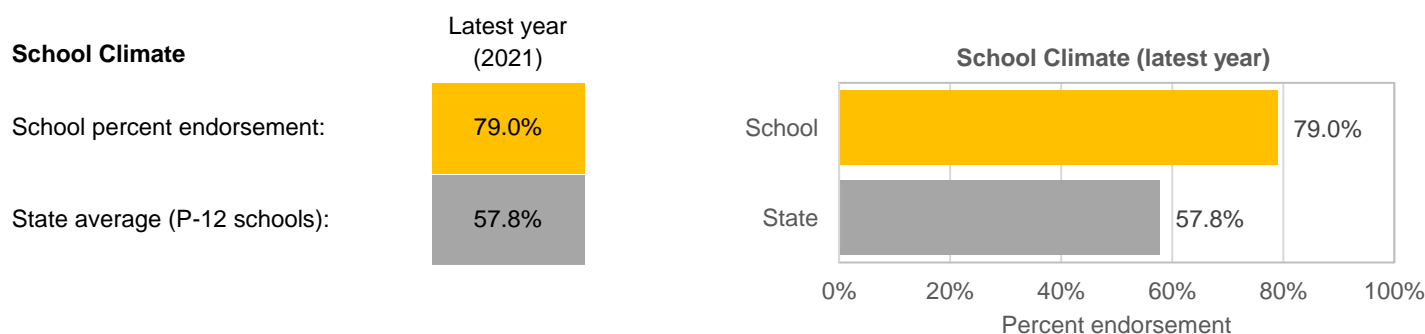


School Staff Survey

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 Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

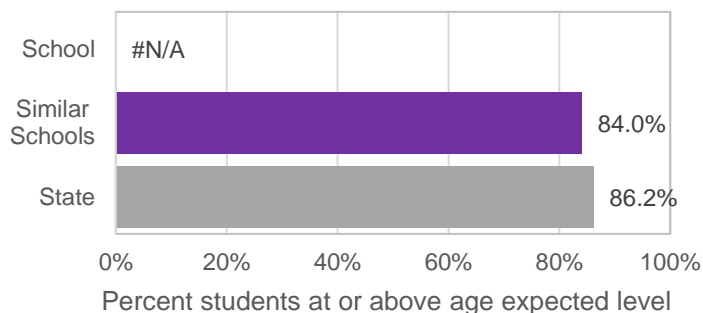
Similar Schools average:

84.0%

State average:

86.2%

English (latest year) Years Prep to 6



English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

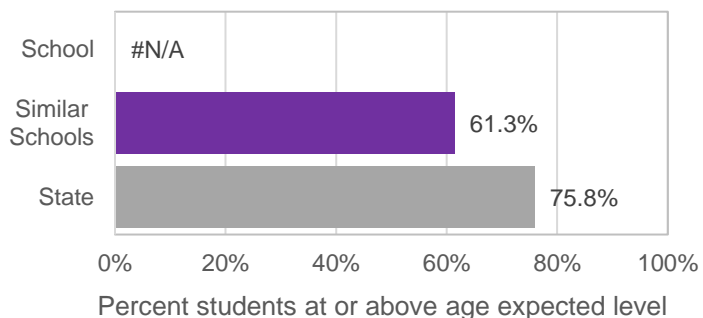
Similar Schools average:

61.3%

State average:

75.8%

English (latest year) Years 7 to 10



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

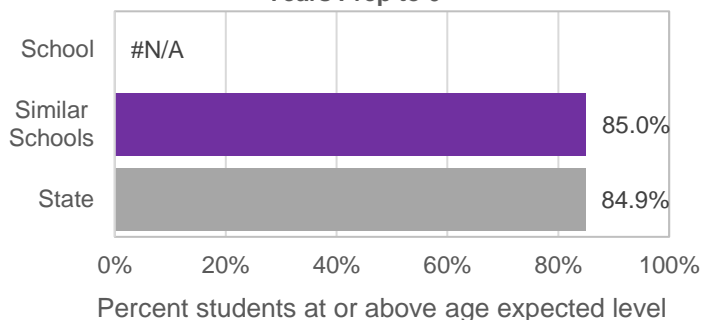
Similar Schools average:

85.0%

State average:

84.9%

Mathematics (latest year) Years Prep to 6



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

NDA

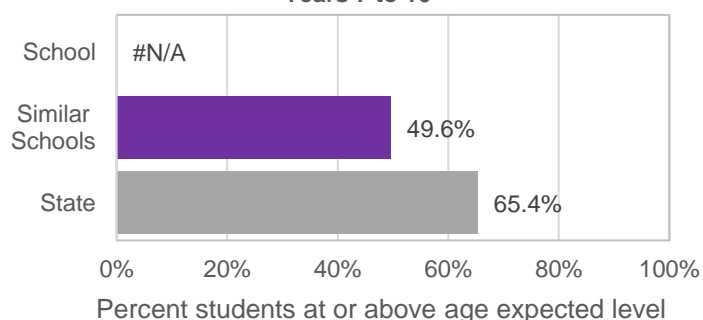
Similar Schools average:

49.6%

State average:

65.4%

Mathematics (latest year) Years 7 to 10



ACHIEVEMENT (continued)

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

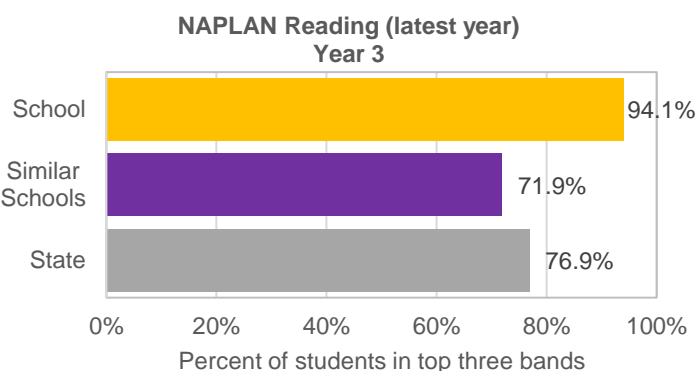
NAPLAN

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

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

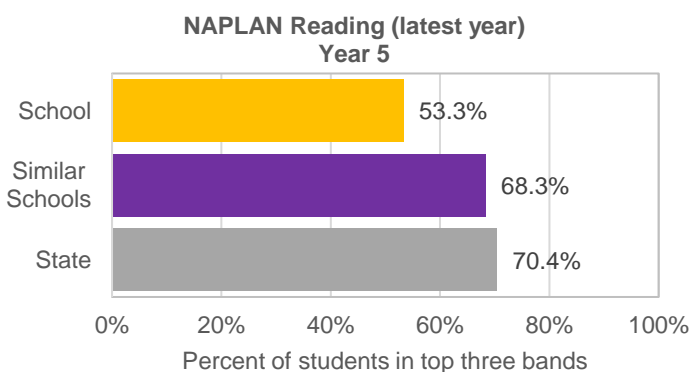
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	94.1%	83.9%
Similar Schools average:	71.9%	71.7%
State average:	76.9%	76.5%



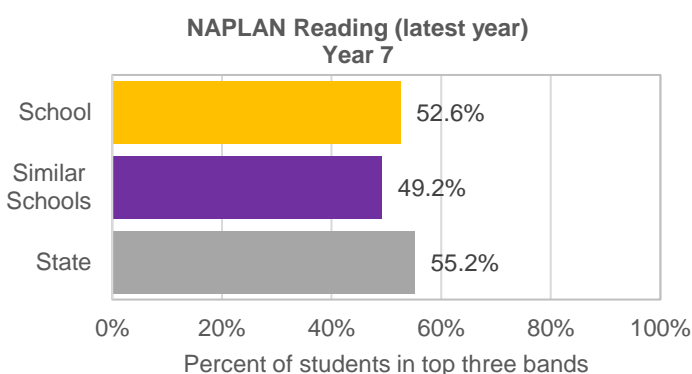
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.3%	64.6%
Similar Schools average:	68.3%	62.3%
State average:	70.4%	67.7%



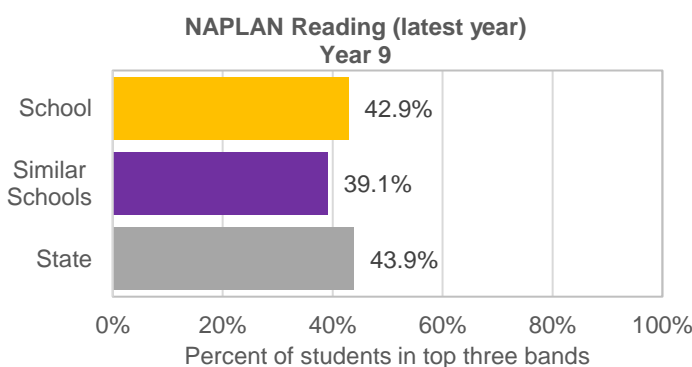
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	52.6%	55.0%
Similar Schools average:	49.2%	48.4%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	42.9%	52.7%
Similar Schools average:	39.1%	43.2%
State average:	43.9%	45.9%



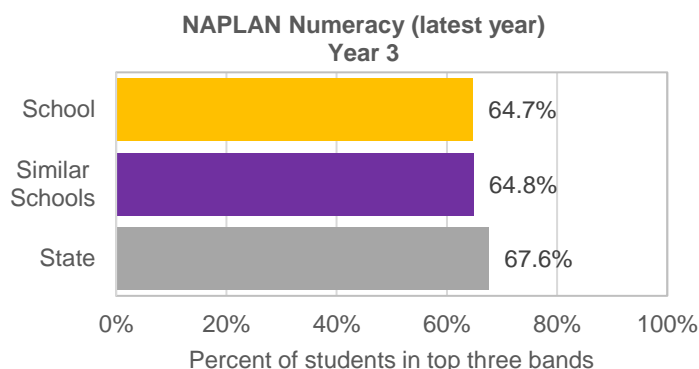
ACHIEVEMENT (continued)

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 (continued)

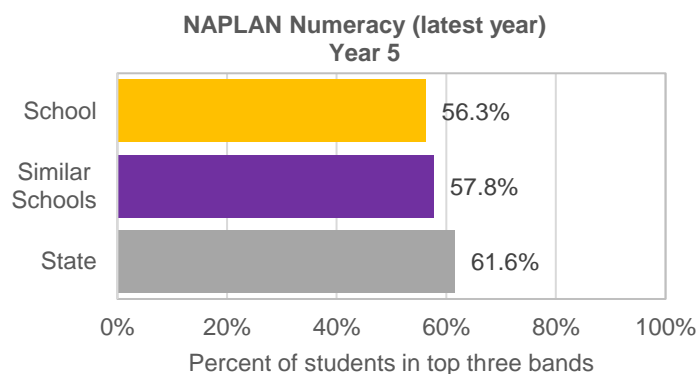
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.7%	58.9%
Similar Schools average:	64.8%	66.7%
State average:	67.6%	69.1%



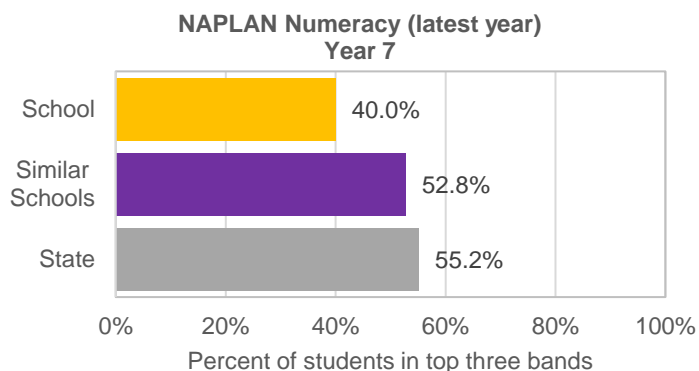
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	56.3%	59.6%
Similar Schools average:	57.8%	54.3%
State average:	61.6%	60.0%



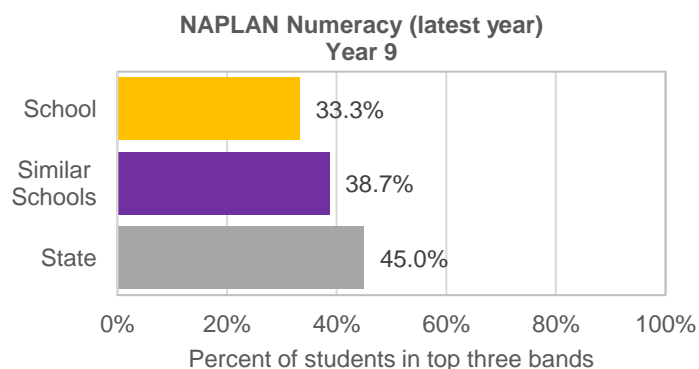
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	40.0%	50.8%
Similar Schools average:	52.8%	51.6%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	33.3%	45.3%
Similar Schools average:	38.7%	45.3%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

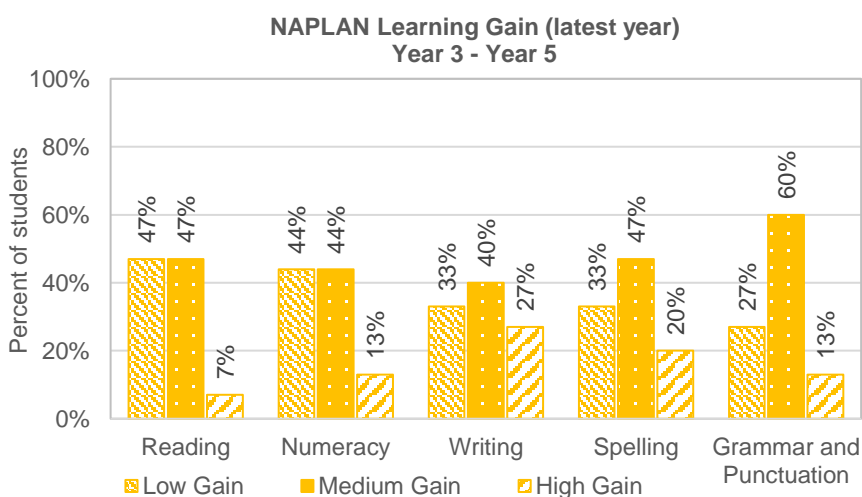
NAPLAN Learning Gain

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

Learning Gain

Year 3 (2019) to Year 5 (2021)

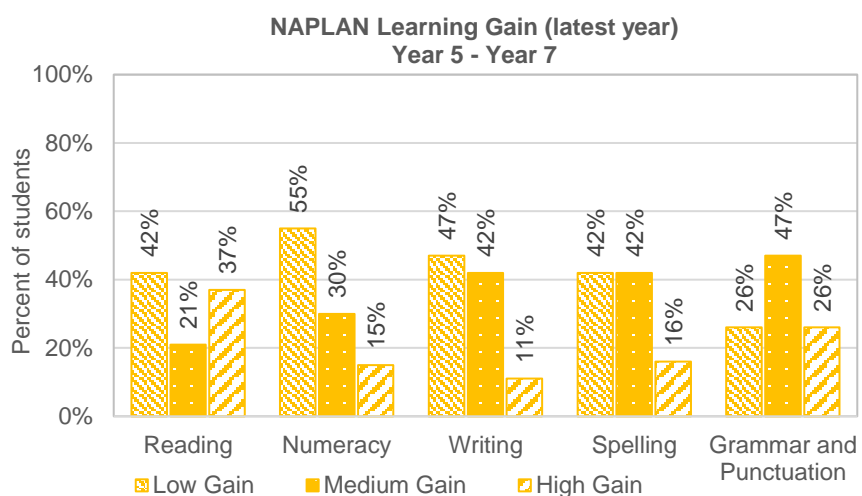
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	47%	47%	7%	22%
Numeracy:	44%	44%	13%	23%
Writing:	33%	40%	27%	17%
Spelling:	33%	47%	20%	19%
Grammar and Punctuation:	27%	60%	13%	17%



Learning Gain

Year 5 (2019) to Year 7 (2021)

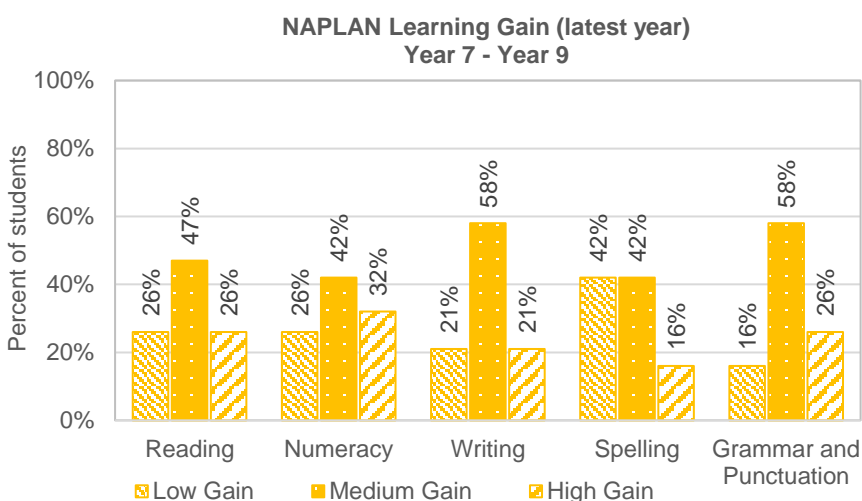
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	42%	21%	37%	18%
Numeracy:	55%	30%	15%	22%
Writing:	47%	42%	11%	17%
Spelling:	42%	42%	16%	23%
Grammar and Punctuation:	26%	47%	26%	21%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	26%	47%	26%	22%
Numeracy:	26%	42%	32%	23%
Writing:	21%	58%	21%	18%
Spelling:	42%	42%	16%	22%
Grammar and Punctuation:	16%	58%	26%	23%



ACHIEVEMENT (continued)

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

Victorian Certificate of Education (VCE)

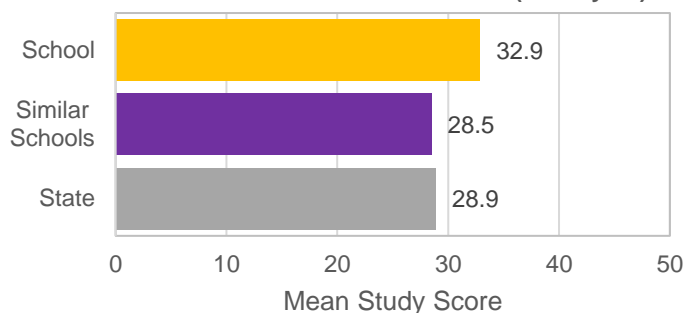
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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

Victorian Certificate of Education

	Latest year (2021)	4-year average
School mean study score	32.9	32.4
Similar Schools average:	28.5	28.0
State average:	28.9	28.9

Victorian Certificate of Education (latest year)



Students in 2021 who satisfactorily completed their VCE:

100%

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

32%

VET units of competence satisfactorily completed in 2021*:

68%

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

60%

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

ENGAGEMENT

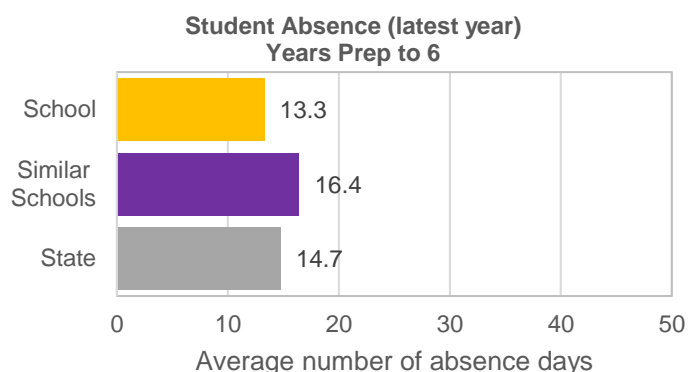
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

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

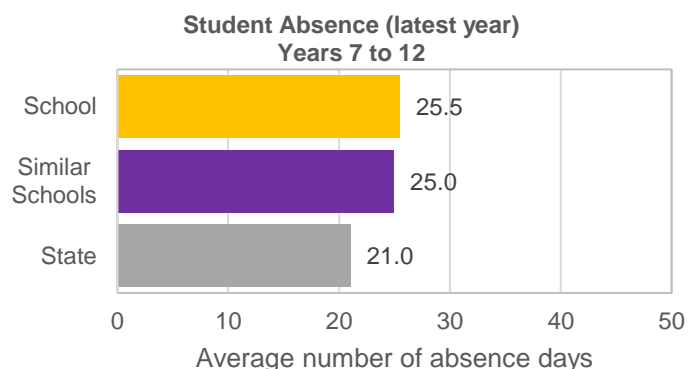
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	13.3	11.1
Similar Schools average:	16.4	15.6
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	25.5	18.0
Similar Schools average:	25.0	22.9
State average:	21.0	19.6



Attendance Rate (latest year)

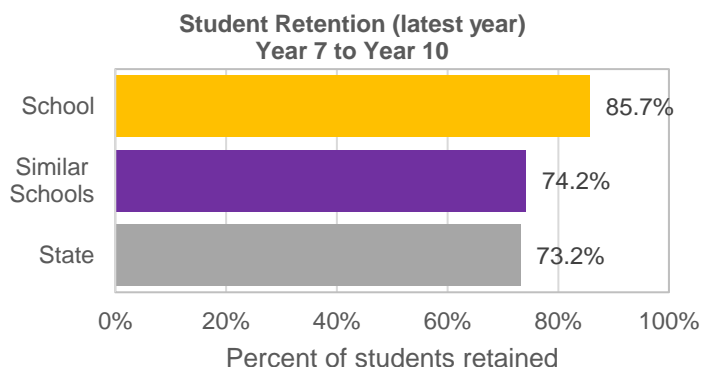
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	94%	91%	91%	97%	93%	92%	94%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	86%	86%	89%	88%	83%	93%	

ENGAGEMENT (continued)

Student Retention

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

Student Retention Year 7 to Year 10	Latest year (2021)	4-year average
School percent of students retained:	85.7%	72.8%
Similar Schools average:	74.2%	73.0%
State average:	73.2%	72.9%

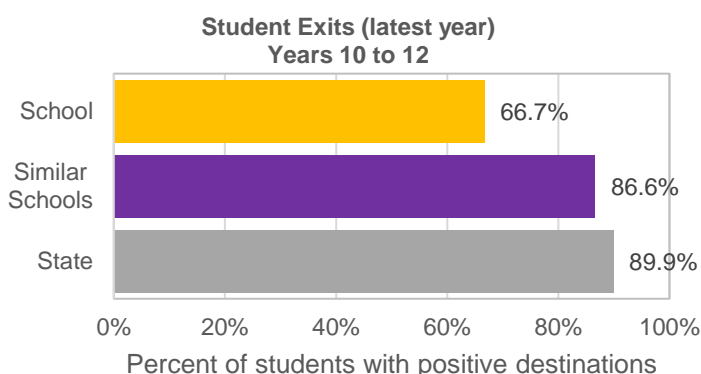


Students exiting to further studies or full-time employment

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:	66.7%	84.6%
Similar Schools average:	86.6%	86.9%
State average:	89.9%	89.2%



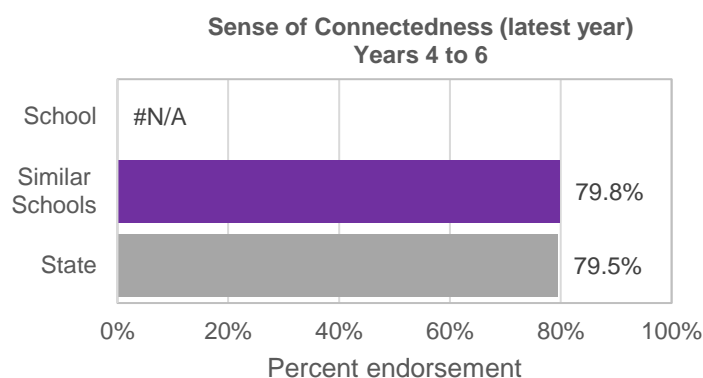
WELLBEING

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

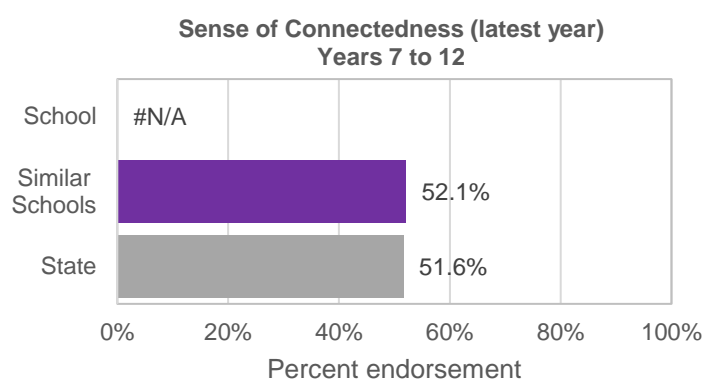
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	NDA	71.6%
Similar Schools average:	79.8%	79.2%
State average:	79.5%	80.4%



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

Sense of Connectedness Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	NDA	68.1%
Similar Schools average:	52.1%	55.7%
State average:	51.6%	54.5%



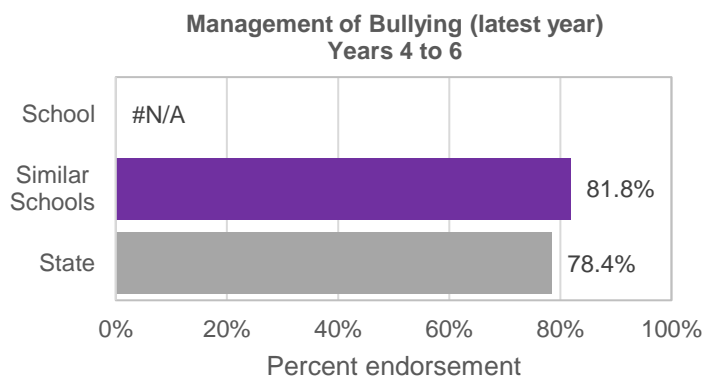
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

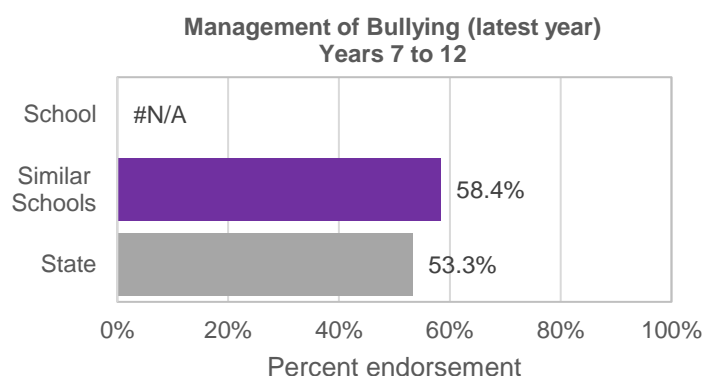
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	NDA	75.5%
Similar Schools average:	81.8%	80.2%
State average:	78.4%	79.7%



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

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	NDA	71.9%
Similar Schools average:	58.4%	61.8%
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	\$4,256,039
Government Provided DET Grants	\$723,891
Government Grants Commonwealth	\$5,000
Government Grants State	\$9,800
Revenue Other	\$31,241
Locally Raised Funds	\$181,135
Capital Grants	\$0
Total Operating Revenue	\$5,207,105

Equity ¹	Actual
Equity (Social Disadvantage)	\$147,510
Equity (Catch Up)	\$9,378
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$156,888

Expenditure	Actual
Student Resource Package ²	\$3,675,661
Adjustments	\$0
Books & Publications	\$2,221
Camps/Excursions/Activities	\$100,299
Communication Costs	\$7,481
Consumables	\$99,616
Miscellaneous Expense ³	\$11,415
Professional Development	\$27,440
Equipment/Maintenance/Hire	\$119,090
Property Services	\$130,359
Salaries & Allowances ⁴	\$196,464
Support Services	\$33,082
Trading & Fundraising	\$57,523
Motor Vehicle Expenses	\$504
Travel & Subsistence	\$0
Utilities	\$41,676
Total Operating Expenditure	\$4,502,831
Net Operating Surplus/-Deficit	\$704,274
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 24 Feb 2022 and are subject to change during the reconciliation process.
- (3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.
- (4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2021

Funds available	Actual
High Yield Investment Account	\$576,738
Official Account	\$44,806
Other Accounts	\$20,271
Total Funds Available	\$641,816

Financial Commitments	Actual
Operating Reserve	\$134,172
Other Recurrent Expenditure	\$32,806
Provision Accounts	\$0
Funds Received in Advance	\$0
School Based Programs	\$113,165
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$328,227
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$608,370

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.