

# 2021 Annual Report to The School Community



**School Name: Creekside K-9 College (8909)**



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching ([www.vit.vic.edu.au](http://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 21 March 2022 at 03:37 PM by Gary Eckersall (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, 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.
- To the extent that the school council is responsible, 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 21 March 2022 at 04:08 PM by Gina Decapia (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

Creekside Kinder – 9 College is located in the west of Melbourne, approximately 20km from the CBD. In the 2021 August census the College had an enrolment of 1374 students, including 8 international students and the school's Student Family Occupation (SFO) density was medium. At present there are 1344 students enrolled at the school, including 8 international students. Our families come from over 60 different nationalities, and we provide support to approximately 303 students who have English as an Additional Language. In 2021 the College is supporting 40 students who are on the Program for Students with Disabilities, 6 Koorie students and 25 students who are classified as refugee. The workforce consists of 143 equivalent fulltime staff. This comprised 4 Principal class officers, 109 teachers and 40 Education Support personnel. The College supports learning from Kinder through to Year 9, using the Victorian Curriculum and the Early Years framework to ensure programs and practice meet the required benchmarks. The College uses the Creekside Instructional Model (CIM), to ensure consistency between classes and to strengthen lessons through the use of high impact teaching strategies, promote data analysis and to develop a differentiated program. The College continues to utilise the PLC model which focuses on developing a guaranteed and viable curriculum through yearly overviews, term planners, units of work and individual learning plans, assessment and reporting and moderation of work samples. Moderation has been a focus to ensure consistency of data across the College. The College has engaged Vivian Arbaci (Literacy) and Chris Coombes (Numeracy) to drive improvement. Leading Teachers and Learning Specialists combine modelling and classroom visitation/feedback to enhance individual and team coaching opportunities. Leadership meetings provide the forum for shared discussion and PL around coaching technique and priorities.

School Wide Positive Behaviour Strategy has supported our staff to ensure a safe and orderly learning environment. Students are explicitly taught the behaviours that enhance student learning which are underpinned by our school values of Respect, Responsibility, Acceptance and Honesty. In all classrooms all students have the right to feel safe and the right to learn.

---

### Framework for Improving Student Outcomes (FISO)

Creekside College has maintained a strong focus on improving results in literacy and numeracy and has adapted its improvement plans to fit within the remote learning environment. As a result of our 2020 school review, Creekside will continue to focus on building practice excellence in both literacy and numeracy. School improvement plans for both areas have been created and are being delivered over the next 3 years. In literacy, particular focus in professional learning has been geared around assessment of learning and 'creating the environment'. In numeracy, teacher content knowledge has been a central pillar of PLCs. The aim is to improve student's conceptual understanding of mathematics.

In order to improve the climate for learning, Creekside has made student voice, agency and leadership a priority. In 2021, the school further developed in student leadership program by offering many opportunities to students to contribute to school governance, professional learning and school events. Teachers and students also began to implement PIVOT surveys to open up more student to teacher feedback opportunities. This gave the College's peer observation program a specific focus in 2021.

---

### Achievement

While 2021 presented a new range of challenges, the transition to learning remotely was much smoother for staff, students and families. Despite the challenge of learning remotely for the bulk of Term 2 and 3, the college was able to introduce and report against the Victorian Curriculum, NAPLAN as well as run the Progressive Achievement Tests. Victorian Curriculum Teacher Judgements: In 2021 the college introduced the use of the Essential Learnings that make up our Guaranteed and Viable Curriculum into Semester Reports. This change created an opportunity to further align

where key essential learnings were taught and assessed against a 5-point scale. For teachers, this strengthened the line of sight between key assessment tasks and the key skills, knowledge and understandings they were reporting against. In the key areas: Reading, Writing and Number one year of growth from Semester 2 2020 to Semester 2 2021 was largely achieved.

Reading – 5 out of 9 cohorts exceeded the number of students who achieved one year of growth the previous year

Writing – 8 out of 9 cohorts exceeded the number of students who achieved one year of growth the previous year

Number – 6 out of 9 cohorts exceeded the number of students who achieved one year of growth the previous year

The 2021 AIP goal in relation to Teacher Judgement: The proportion of Year 9 students above age expected level in Number and Algebra will increase to 14% was met with 21.05% of Year 9 students achieving a result 12 months above expected level.

#### NAPLAN:

The AIP targets related to NAPLAN included:

Grade 5 students achieving high benchmark growth in NAPLAN Reading will increase from 17% (2019) to 20% and low benchmark growth will decrease from 33% (2019) to 30%.

In 2021 24% of Year 5 students achieved high benchmark growth in Reading exceeding the target outlined in the AIP.

29% of students achieved low benchmark growth, also exceeding the target of 30%.

Year 9 students achieving high benchmark growth in NAPLAN Writing will increase from 21% (2019) to 24% and low benchmark growth will decrease from 27% (2019) to 25%.

This target was not met in 2021, students achieving high benchmark growth dropped to 13% while those achieving low benchmark growth increased to 34%.

Overall, the following Year levels and domains presented areas for improvement in terms of increasing the percentage of students achieving high benchmark growth and reducing the percentage of students achieving low benchmark growth:

Reading – Year 9

Writing – Year 5, 9

Numeracy – Year 5, 7 and 9

In regards to our top two band we saw an increase in percentage across Reading, Writing and Numeracy with our Year 3 and Year 7 cohort in comparison to 2019. A decrease in the percentage of students in the top 2 bands in Year 5 across all three areas and a decrease in Reading and Writing in Year 9, the percentage increased slightly in numeracy.

#### PAT:

Our students were able to undertake their PAT testing in Term 4 as a means of identifying areas of growth as well as an additional platform to triangulate student performance in Numeracy and Reading. While we saw a slight increase in the number of students working above expected level in both areas and across year levels 1-9, the overall performance is summarised below:

##### Reading

30% - One year above expected level

33% - Expected level

37% – Below expected level

##### Math

22% - One year above expected level

32% - Expected level

46% – Below expected level

Overall despite the ongoing challenges of teaching and learning remotely, the data suggests students have continued to achieve grow across both literacy and numeracy. A close analysis of the trends have continued to identify points of need for the college and have also informed the direction and focus of our Literacy and Numeracy Improvement Plans and ongoing commitment to improvement student outcomes.

---

## Engagement

Through cohort assemblies, reward systems and acknowledgement, the school newsletter, Compass and conversations with parents, the College has worked hard with families to promote attendance at school every day. The College employed a range of Google platforms such as Google Classroom and Google Meets to support engagement and attendance during remote learning. Regular contact with families and modified learning programs ensured students could continue to learn during remote learning. Formative, diagnostic and summative data ensured students' point of need was met.

Creekside K-9 College recognises that student attendance at school is a key factor influencing student achievement and engagement. Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays. During the year a whole school strategic and systematic process continued to be utilised to follow up student absences by teachers and administration. This will continue to be monitored and evaluated during 2022. Further parent information regarding the importance of attendance will be distributed in 2022. We work in partnership with our families and we focus on building effective and trusting relationships as it is an important part of high-quality student engagement.

---

## Wellbeing

Well-being programs continued to connect students with school. These included a range of clubs and lunch time activities such as the Science Club and Book Club. These clubs supported students to feel connected to their peers and school. The Hands On Learning Program has been effective in providing disengaged students with an opportunity to participate in real life learning opportunities. Through articulating the school values in the SWPBS matrices, staff and students have a common language around school expectations and their consistent application. Weekly health lessons promote the skills, knowledge and understandings students require to interact positively in the community. The College structure has supported student management concerns to ensure all issues are dealt with in a timely manner. The attitudes to school survey will continue to be utilised to inform areas of success and improvement.

---

## Finance performance and position

Creekside K-9 College maintained a very sound financial position throughout 2021. The School Strategic Plan, along with the 2021 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities. During 2021 the school was able to allocate funds to refurbish the school library and provide outside learning spaces for students.

The Financial Performance and Position report show an end of year surplus of \$390,021. This surplus occurred through prudent financial management over the course of three years. Through being financially responsible, the school was able, and will continue to reinvest into the school infrastructure and facilities.

# 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 1368 students were enrolled at this school in 2021, 646 female and 722 male.

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

### Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

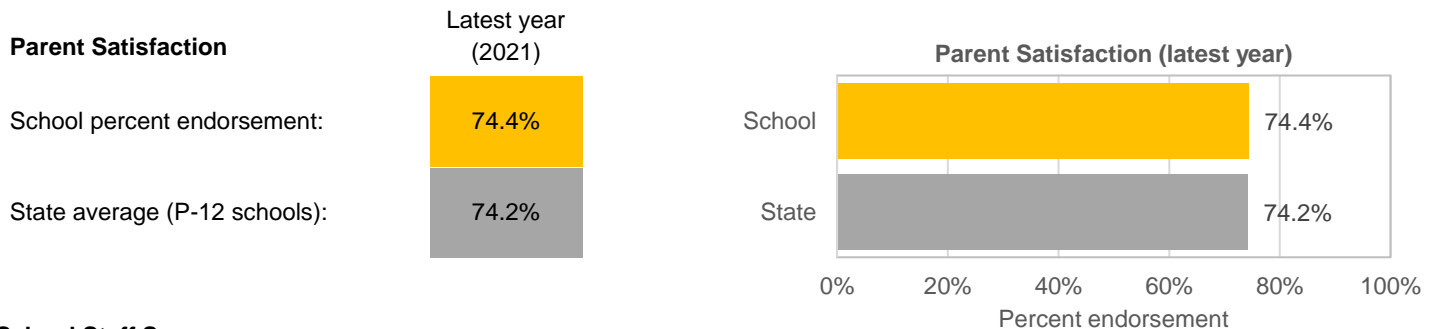
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: Low - 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.

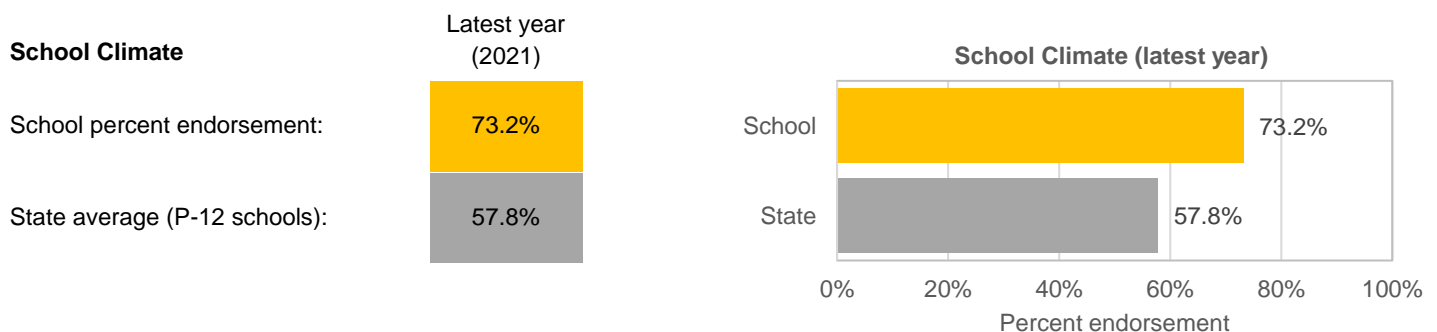


### School Staff Survey

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

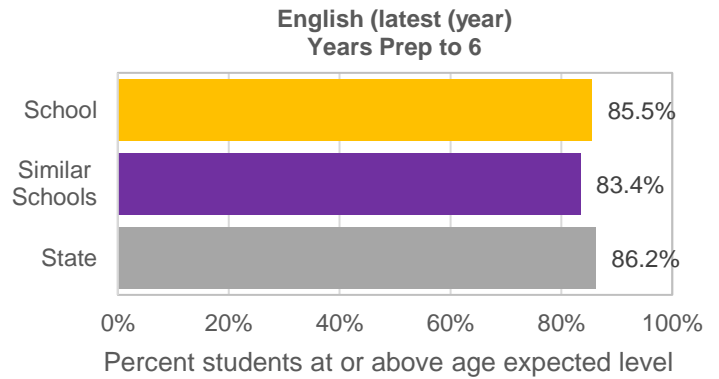
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

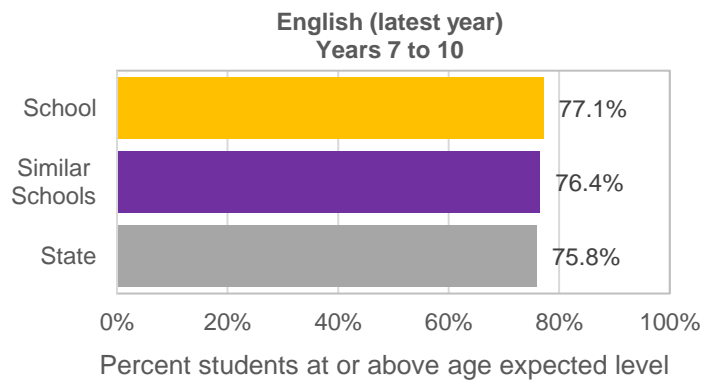
#### English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	85.5%
Similar Schools average:	83.4%
State average:	86.2%



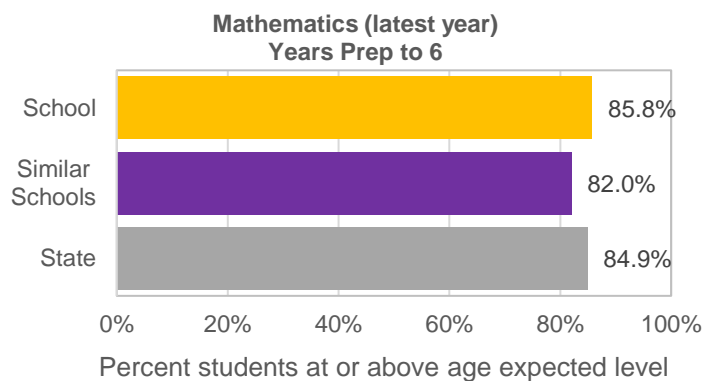
#### English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	77.1%
Similar Schools average:	76.4%
State average:	75.8%



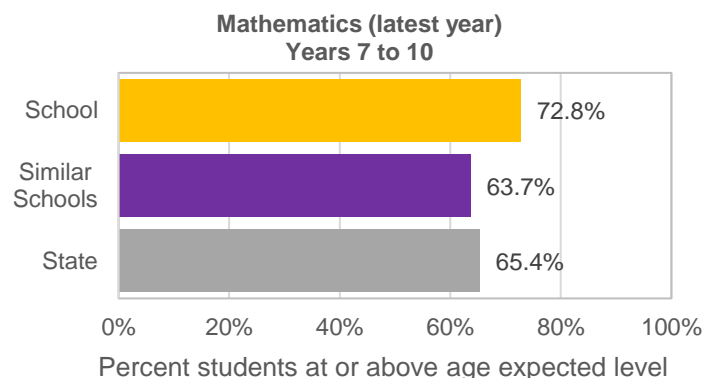
#### Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	85.8%
Similar Schools average:	82.0%
State average:	84.9%



#### Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	72.8%
Similar Schools average:	63.7%
State average:	65.4%





## 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.

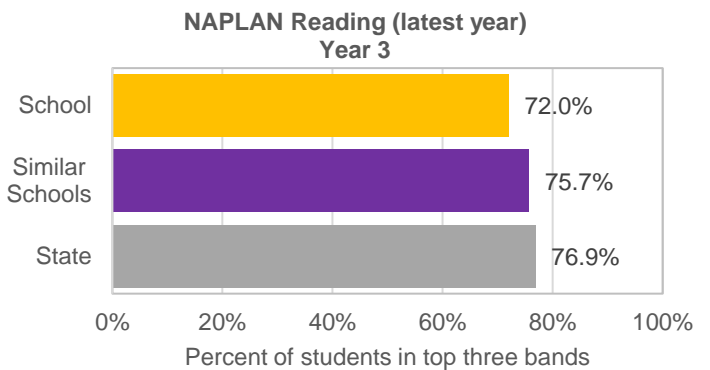
### NAPLAN

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.

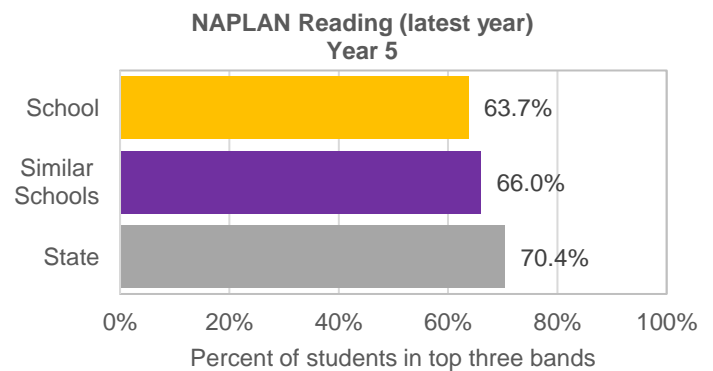
#### Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	72.0%	72.8%
Similar Schools average:	75.7%	74.4%
State average:	76.9%	76.5%



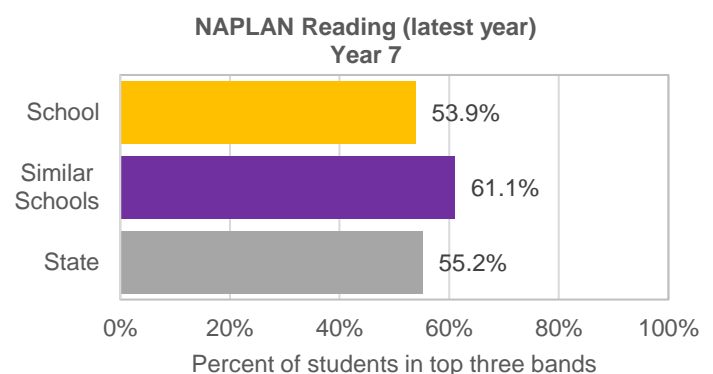
#### Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.7%	59.0%
Similar Schools average:	66.0%	62.3%
State average:	70.4%	67.7%



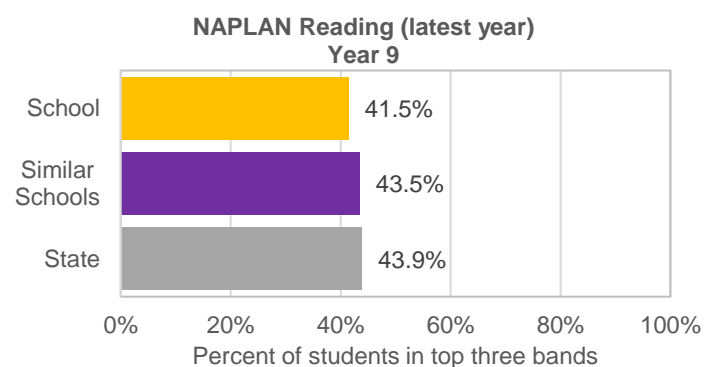
#### Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	53.9%	53.7%
Similar Schools average:	61.1%	58.8%
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%	46.9%
Similar Schools average:	43.5%	46.0%
State average:	43.9%	45.9%



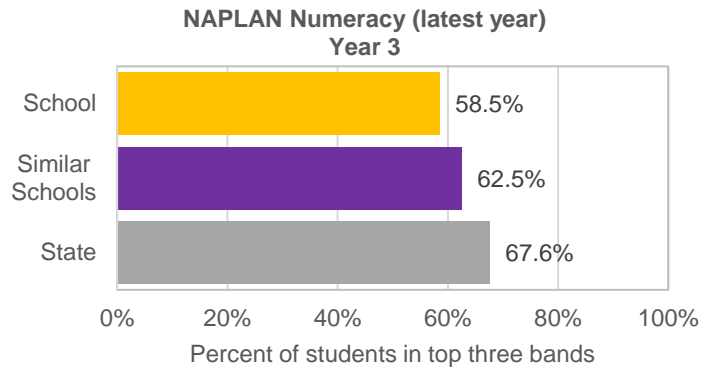
**ACHIEVEMENT (continued)**

**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)**

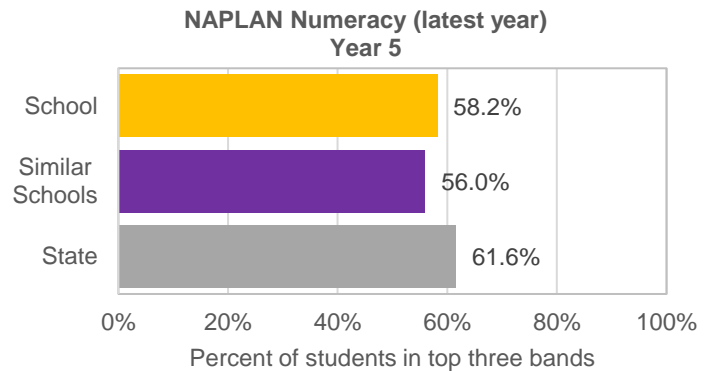
**Numeracy Year 3**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.5%	64.0%
Similar Schools average:	62.5%	63.8%
State average:	67.6%	69.1%



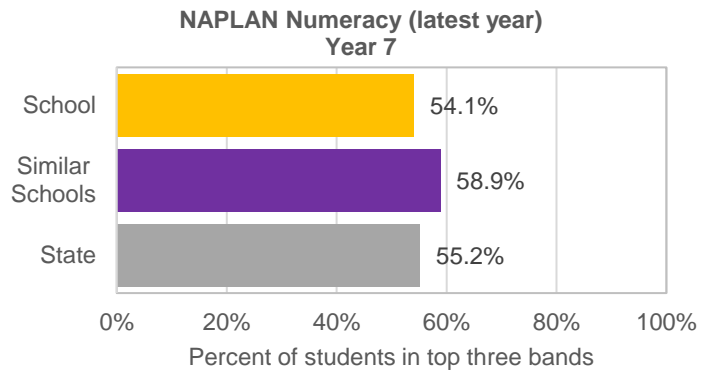
**Numeracy Year 5**

	Latest year (2021)	4-year average
School percent of students in top three bands:	58.2%	58.0%
Similar Schools average:	56.0%	54.4%
State average:	61.6%	60.0%



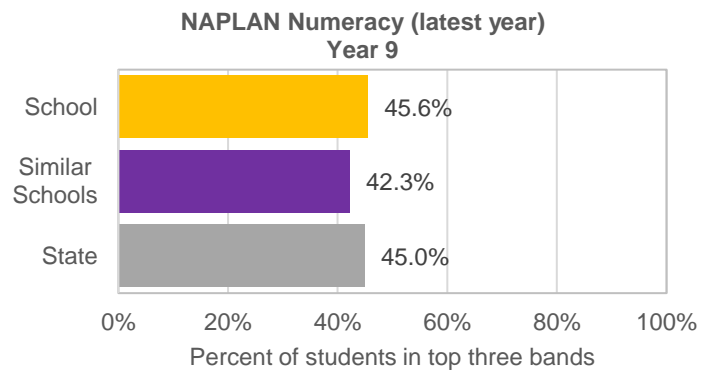
**Numeracy Year 7**

	Latest year (2021)	4-year average
School percent of students in top three bands:	54.1%	55.5%
Similar Schools average:	58.9%	57.5%
State average:	55.2%	55.3%



**Numeracy Year 9**

	Latest year (2021)	4-year average
School percent of students in top three bands:	45.6%	47.6%
Similar Schools average:	42.3%	45.1%
State average:	45.0%	46.8%



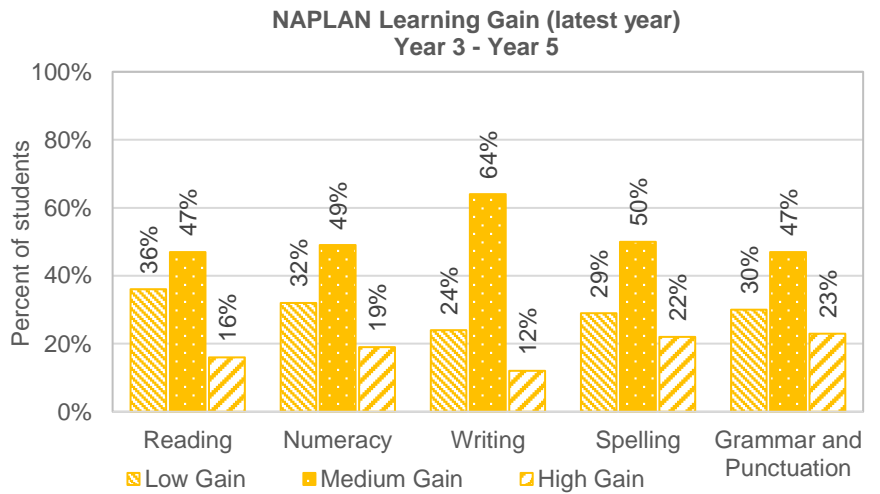
**ACHIEVEMENT (continued)**

**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'.

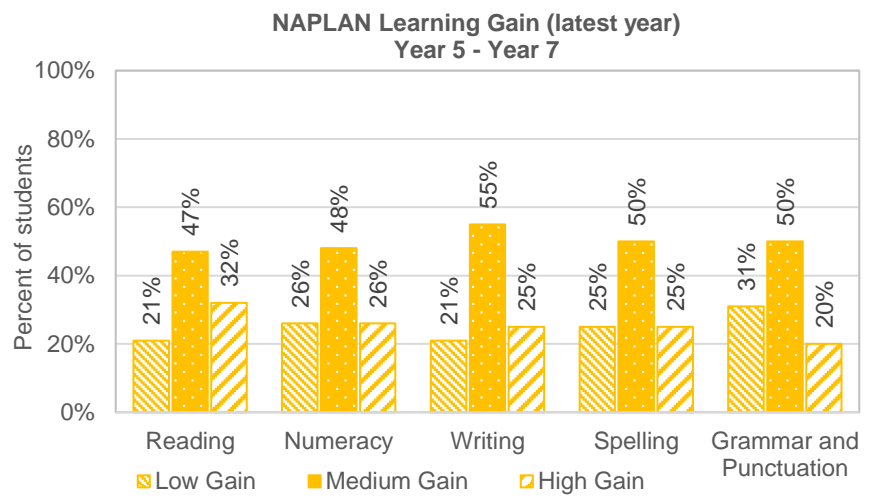
**Learning Gain  
Year 3 (2019) to Year 5 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	36%	47%	16%	22%
Numeracy:	32%	49%	19%	25%
Writing:	24%	64%	12%	24%
Spelling:	29%	50%	22%	24%
Grammar and Punctuation:	30%	47%	23%	27%



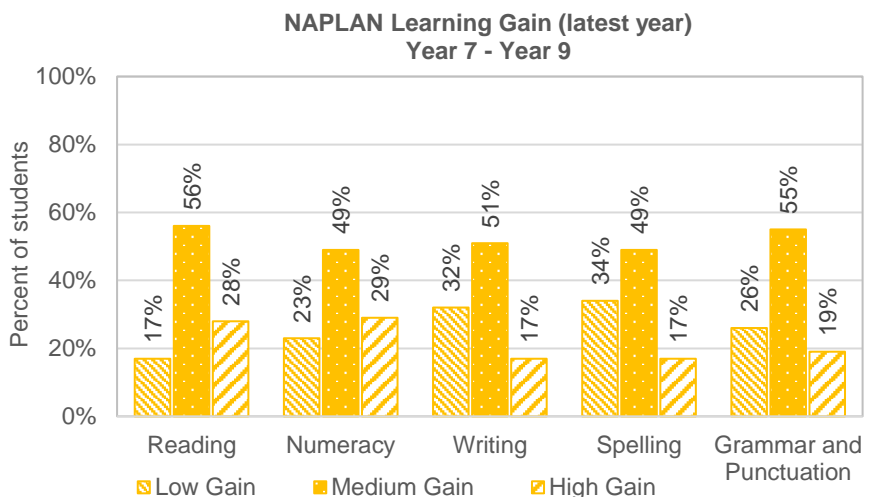
**Learning Gain  
Year 5 (2019) to Year 7 (2021)**

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	47%	32%	25%
Numeracy:	26%	48%	26%	22%
Writing:	21%	55%	25%	23%
Spelling:	25%	50%	25%	26%
Grammar and Punctuation:	31%	50%	20%	23%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	17%	56%	28%	25%
Numeracy:	23%	49%	29%	22%
Writing:	32%	51%	17%	22%
Spelling:	34%	49%	17%	24%
Grammar and Punctuation:	26%	55%	19%	22%



**ACHIEVEMENT (continued)**

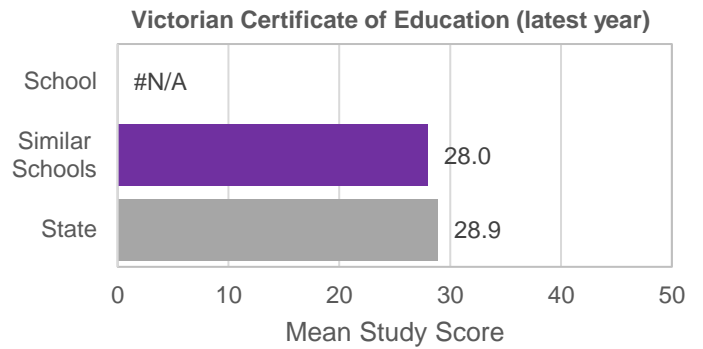
**Key:** ‘Similar Schools’ are a group of Victorian government schools that are like this school, taking into account the school’s socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

**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	NDA	NDA
Similar Schools average:	28.0	28.0
State average:	28.9	28.9



Students in 2021 who satisfactorily completed their VCE:	NDA
Year 12 students in 2021 undertaking at least one Vocational Education and Training (VET) unit of competence:	NDA
VET units of competence satisfactorily completed in 2021*:	NDA
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	NDA

\* 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

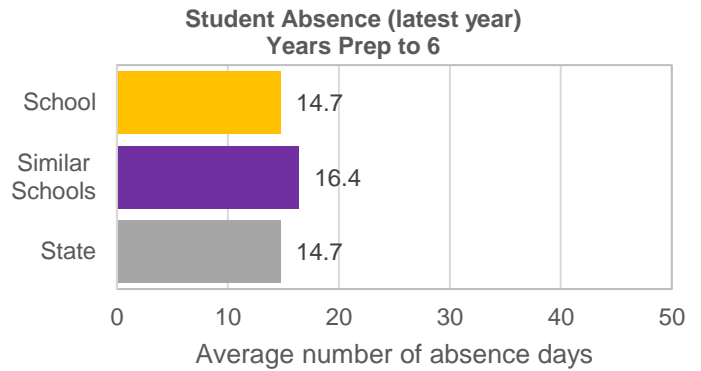
**Key:** 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

### 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.

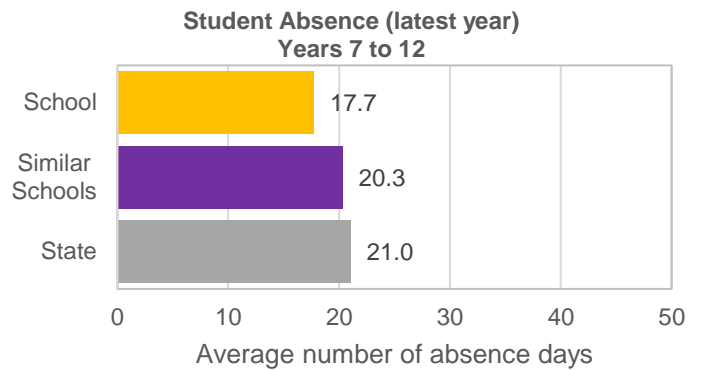
#### Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	14.7	16.3
Similar Schools average:	16.4	16.3
State average:	14.7	15.0



#### Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	17.7	19.4
Similar Schools average:	20.3	19.0
State average:	21.0	19.6



### Attendance Rate (latest year)

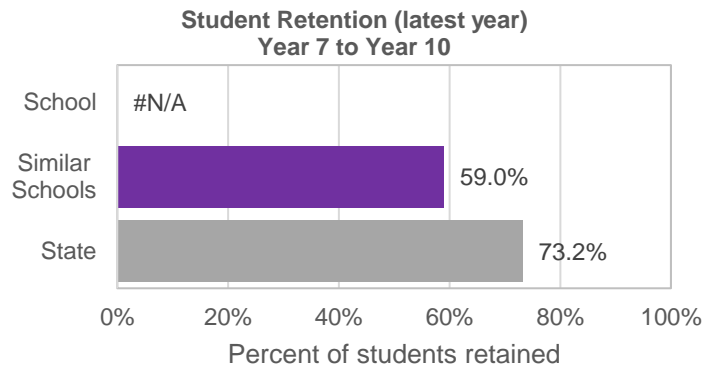
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	91%	92%	93%	92%	93%	94%	93%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	92%	91%	90%	NDA	NDA	NDA	

## 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:	NDA	NDA
Similar Schools average:	59.0%	58.5%
State average:	73.2%	72.9%

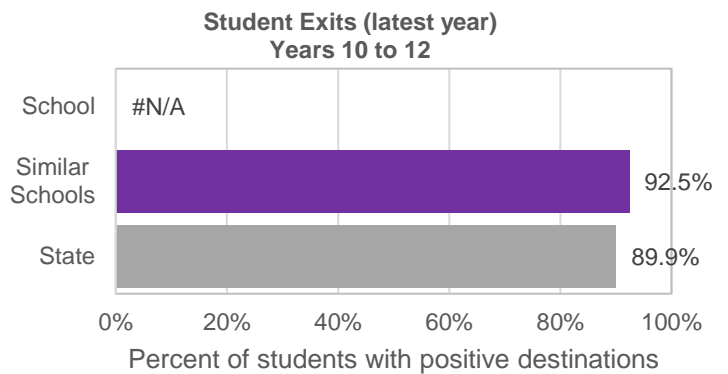


### Students exiting to further studies or full-time employment

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:	NDA	NDA
Similar Schools average:	92.5%	91.1%
State average:	89.9%	89.2%



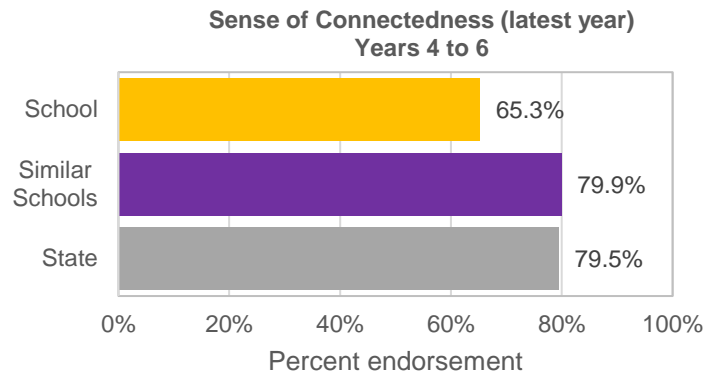
## WELLBEING

**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

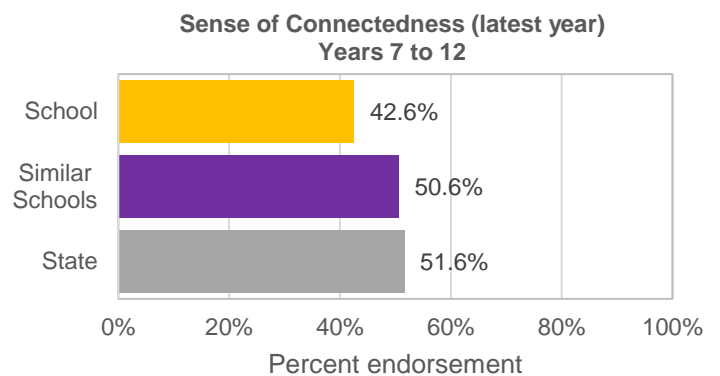
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	65.3%	68.1%
Similar Schools average:	79.9%	80.1%
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:	42.6%	41.8%
Similar Schools average:	50.6%	52.8%
State average:	51.6%	54.5%



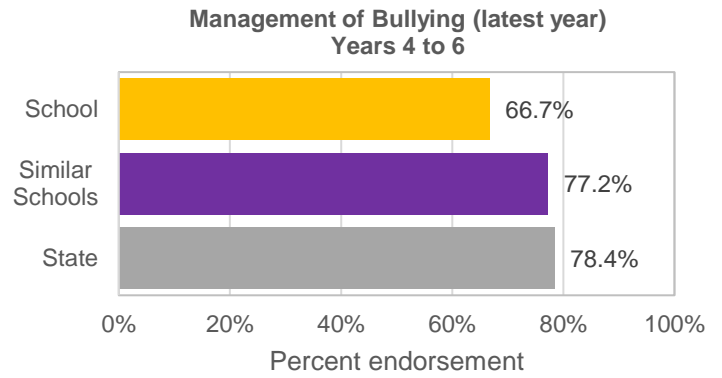
*Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.*

**WELLBEING (continued)**

**Student Attitudes to School – Management of Bullying**

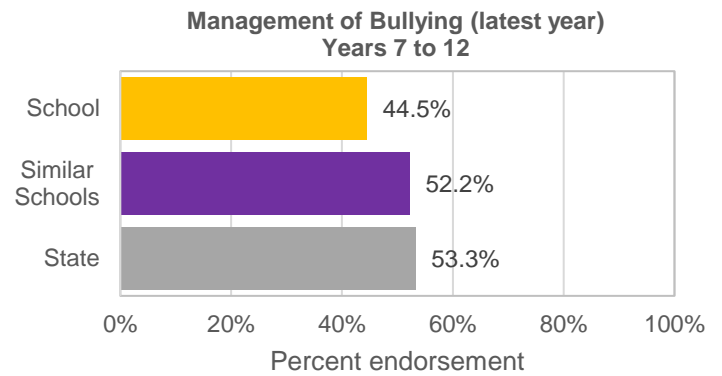
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

<b>Management of Bullying Years 4 to 6</b>	Latest year (2021)	4-year average
School percent endorsement:	66.7%	69.4%
Similar Schools average:	77.2%	78.5%
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.*

<b>Management of Bullying Years 7 to 12</b>	Latest year (2021)	4-year average
School percent endorsement:	44.5%	46.8%
Similar Schools average:	52.2%	55.5%
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	\$13,624,291
Government Provided DET Grants	\$2,357,896
Government Grants Commonwealth	\$27,864
Government Grants State	\$0
Revenue Other	\$34,387
Locally Raised Funds	\$258,741
Capital Grants	\$0
<b>Total Operating Revenue</b>	<b>\$16,303,179</b>

Equity <sup>1</sup>	Actual
Equity (Social Disadvantage)	\$406,598
Equity (Catch Up)	\$25,159
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
<b>Equity Total</b>	<b>\$431,757</b>

Expenditure	Actual
Student Resource Package <sup>2</sup>	\$12,458,456
Adjustments	\$0
Books & Publications	\$8,893
Camps/Excursions/Activities	\$93,179
Communication Costs	\$14,720
Consumables	\$291,015
Miscellaneous Expense <sup>3</sup>	\$225,972
Professional Development	\$48,372
Equipment/Maintenance/Hire	\$523,514
Property Services	\$61,754
Salaries & Allowances <sup>4</sup>	\$683,479
Support Services	\$201,026
Trading & Fundraising	\$13,121
Motor Vehicle Expenses	\$6,844
Travel & Subsistence	\$0
Utilities	\$76,673
<b>Total Operating Expenditure</b>	<b>\$14,707,018</b>
<b>Net Operating Surplus/-Deficit</b>	<b>\$1,596,161</b>
<b>Asset Acquisitions</b>	<b>\$282,581</b>

- (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

<b>Funds available</b>	<b>Actual</b>
High Yield Investment Account	\$5,007,318
Official Account	\$247,985
Other Accounts	\$0
<b>Total Funds Available</b>	<b>\$5,255,303</b>

<b>Financial Commitments</b>	<b>Actual</b>
Operating Reserve	\$370,828
Other Recurrent Expenditure	\$7,525
Provision Accounts	\$74,762
Funds Received in Advance	\$197,124
School Based Programs	\$2,285,677
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$207,000
Capital - Buildings/Grounds < 12 months	\$663,000
Maintenance - Buildings/Grounds < 12 months	\$236,000
Asset/Equipment Replacement > 12 months	\$960,000
Capital - Buildings/Grounds > 12 months	\$470,000
Maintenance - Buildings/Grounds > 12 months	\$150,000
<b>Total Financial Commitments</b>	<b>\$5,621,916</b>

*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.*