

2021 Annual Report to The School Community



School Name: Macleod College (6242)



- 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 16 April 2022 at 04:28 PM by Andrew Arney (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 27 April 2022 at 05:58 PM by Mark Lipman (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

Macleod College is a government co-educational P-12 school in the Northern Suburbs of Melbourne. The College is situated near the Macleod village, is adjacent to a mix of shops, sporting facilities and the Macleod railway station. In 2021, the school's enrolment was 518 students coming from diverse backgrounds including 13 international students, with the Student Family Occupational index (SFO) continuing to drop to 0.39.

The College offers a dynamic, committed and engaging learning environment that acknowledges our diverse community and provides a wide range of educational experiences for local and international students. It provides comprehensive educational and wellbeing programs along with vibrant social and extracurricular activities that enable students to fully engage in their learning and accomplish far more than they thought possible. 2022 will see the completion of the first stage of a 5 stage school rebuild, with the opening of a new science wing which will allow us to engage students in 21st century science pedagogies.

In 2020 the College developed a new strategic plan (2020 – 2024) and part of its priorities was to review our Vision, Mission and Values statements. 2021 saw the development of our new college values, collaboratively developed with students, staff, parents and the local community; Achieve, Respect and Connect, and these being embedded into our Positive School-Wide behaviour frameworks in 2022.

The staffing profile of Macleod College is made up of a Principal and an Assistant Principal, 2 Leading teachers, 2 Learning Specialists, 57.15 teachers, 16.6 education support staff, and a business manager. There is one Aboriginal and Torres Strait Islander staff employed at Macleod College.

Framework for Improving Student Outcomes (FISO)

Excellence of Teaching and Learning:

Whilst in remote Learning we continued to work towards delivering online lesson planning that reflected the Macleod Teaching Model. This was to ensure curriculum and lesson planning was aligned to the Victorian Curriculum and taught in each classroom and subject area for all students. Throughout Semester 1 staff developed their professional capacity in being ICT literate and through this were able to teach effectively through Google classrooms and Google meet.

During Term 4 of 2021 there was a focus on creating engaging learning environments for our students as they settled back into the classroom. The senior students started "Head Start" which enabled them to start VCE subjects during Term 4 in preparation for 2022. They also attended sessions on Stress Management and Study Skills in this 2 week period.

During 2021 there was continued planning of our whole school mentoring program "Hold Fast" that incorporates - development of Learning Goals, Positive Education, Careers, Mentoring, Student Leadership and Study Skills. This program will bring together all aspects of connecting students to their learning and will be starting in 2022.

Positive Climate for Learning:

The College Values were reviewed and updated through group sessions with all the Macleod Community which involved staff, parents and students. The Values of Achieve, Respect and Connect were finalised and introduced to the Macleod Community at the end of Term 4. The College has been working on implementing aspects of the Departments - School Wide Positive Behaviour Support. This is to continue to build a culture within the whole school that will serve as a foundation for both social and academic success. Through the Year 7 transition program all year 7 students participate in activities that introduce them to the Macleod College Community. All students take part in the following programs in Term 1; Rock and Water, Mindfulness and Positive Education.

Macleod continually displays a collaborative and inclusive approach to students learning and development and continues to reflect this in the how we approach learning in the classroom.

Achievement

The move from face to face learning to remote learning created many challenges for the college community. This required teachers to adapt their teaching practice and modify their curriculum and assessment tasks to meet the learning and wellbeing needs of our students. The use of google classroom and google meets enabled teachers to continue to engage each day with students and still deliver an engaging and rigorous curriculum. Teachers used the compass platform and the Macleod College instructional model to provide explicit instruction for each lesson. Both compass resources and google classroom allow for collaboration, resources to be shared and used collaboratively, and for teachers to provide ongoing formative feedback.

The Learning Improvement Team (LIT) supported student learning further by enabling time for teachers to collaborate in order to share and develop resources that allowed for differentiation and an opportunity for teachers to collect and review formative assessment data. Based on data the teacher identified students who were achieving below the expected level and created learning plans with SMART goals for these students. Teacher judgments of Years 7-10 students achieving above age expected standards in English and Mathematics are reflective of the capacity of Macleod College students and teacher expertise. 80% are judged as above expected age level in English and 72% in Math.

Programs for Students with Disabilities (PSD) funding was utilised to support students in a number of ways throughout 2021. Sound towers, microphones, and a media hub were purchased to support hearing-impaired students, and professional learning for school staff in the use of these was facilitated. Additional support staff were employed, and a great number of texts and resources were purchased to assist in the post-covid learning catch up. The funding for the tutor program provided by the department was used to employ an additional English and Math teacher from year 7 – 10 this allowed for smaller classes and a greater focus by the teacher on the learning needs of each student. The MYLNS program in 2021 in numeracy and literacy has identified students in year 8 -10 and staff have been provided with professional learning to deliver a program which supports the student learning needs.

Despite the challenges of remote learning, the VCE results remained very high and were a highlight of the year with 100% of students satisfactorily completing their VCE. The College was able to improve the medium ATAR from 55 (2020) to 67.45 (2021). 47.6% of Macleod College students in 2021 achieved ATAR of 70 or more, which was one of the highest scores over the last 5 years. The VCE data and teacher judgments outlined above indicate the talent of Macleod College students and growing teacher expertise in data literacy and application of this knowledge to differentiated strategies for student learning growth. This work will continue in 2022 and be supported by further data and feedback from the School review.

Engagement

The average number of absence days in 2021 for students in the primary cohort can be explained in part due to a number of students who struggled to engage in remote learning. This was compounded by the fact that the periods of remote learning were more extensive in 2021. The absence rates in Secondary for 2021 were slightly lower than the four-year average, showing that Macleod students overall became used to remote learning and their routines. Student non-attendance is monitored by an Attendance Officer and Student managers at each year level, and regular communication is a key strategy to address student absence. We work closely with community groups such as Open house to develop re-engagement programs for students who are struggling, coupled with the broad range of activities within the college designed to engage students and allow them to connect with their peers, the college, and their community. In 2021, Macleod College retained 70.9% of students of Year 7 students through to Year 10 which is similar to the four-year average. Exit rates of Year 10 – 12 students have stayed the same as the four-year average though are slightly above the state average.

A great deal of work is being done to increase student agency, both in and outside of the classroom. Student

leadership groups are working hard with the college to have a genuine impact on school policy and processes, and are highly active in discussing the rollout of the new college values and School Wide Positive Behaviours expectations.

Wellbeing

Macleod College has ensured the focus on student, family and staff wellbeing has remained paramount amidst the ongoing remote and face to face learning periods experienced throughout the 2021 school year.

With the College's goal focused on the Happy Active & Healthy Kids priority, the continued implementation of the modified delivery of health and wellbeing supports to students and their families occurred via a range of relevant and updated resources including the Compass platform and our website. Students identified as requiring additional support were able to access individualised assistance online and on campus where this was appropriate. Throughout each transition to face to face learning additional support was again provided to re-engage students into reconnecting with each other and their learning at school.

Students at Macleod College have continued to engage in lessons targeting their wellbeing literacy through our Positive Education program and celebrated health promotion events including RU OK? Day and Harmony Day. Our student leadership team have also contributed towards this goal by facilitating online sessions focused on the physical and mental health benefits of physical activity during remote learning phases.

Staff and students have been able to leverage the familiarity of the live digital platform from previous remote learning periods which, coupled with adjustments made to the learning program, has continued to ensure students remained connected to both Macleod College and their learning. Student 'Attitudes to School' data continues to indicate a high sense of connectedness and results state that these levels are above similar schools and the state average throughout 2018-2021. Management of bullying at the College also continued to sit above similar schools and the state average across this period of time which is evidence of the efforts made to maintain a calm and safe learning environment for students and staff.

Finance performance and position

The College has delivered a managed deficit of \$430,454. In 2021, the college repaid outstanding deficits for 2018 and 2020, leaving only the current deficit to repay. This is a significant achievement and evidence of the continuous hard work of the College Council and its finance committee. The Covid19 pandemic continued to effect the International Student Program and impacted the value of locally raised funds. Additional funding was provided to support the ISP program and acknowledge its ongoing value to the college and its students. Equity funding was used to employ additional staff to teach in the iLEAP program (Literacy and Numeracy, unique to Macleod College) showing an improvement in NAPLAN growth data from Year 7 to 9. The College has an ongoing joint user agreement with the Banyule Council and NETs stadium. Whilst this agreement does not raise any funds, the additional sports facilities are highly utilized by students and the local community. Parent and Friends group fundraising commitment have contributed to a new digital sign as part of the exciting new rebuild phase for the college promoting future growth.

For more detailed information regarding our school please visit our website at
<https://www.macleod.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 533 students were enrolled at this school in 2021, 269 female and 264 male.

21 percent of students had English as an additional language and 2 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).

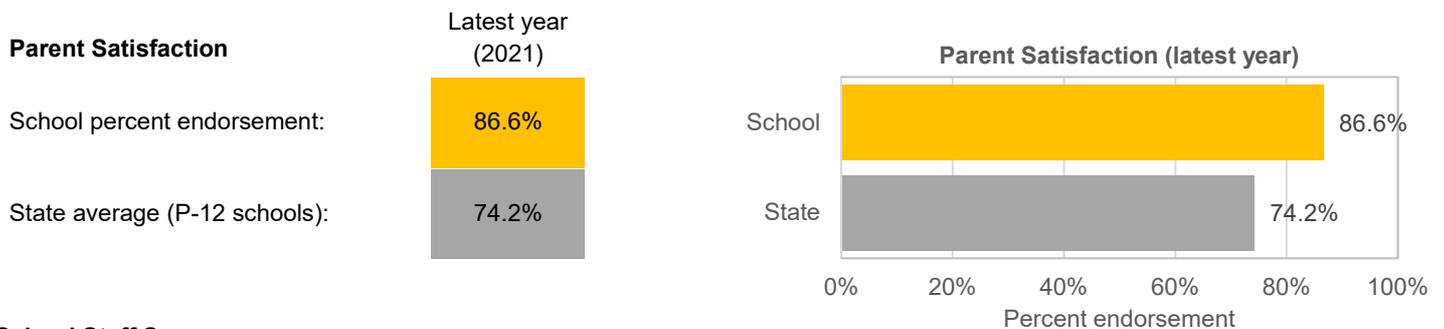
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

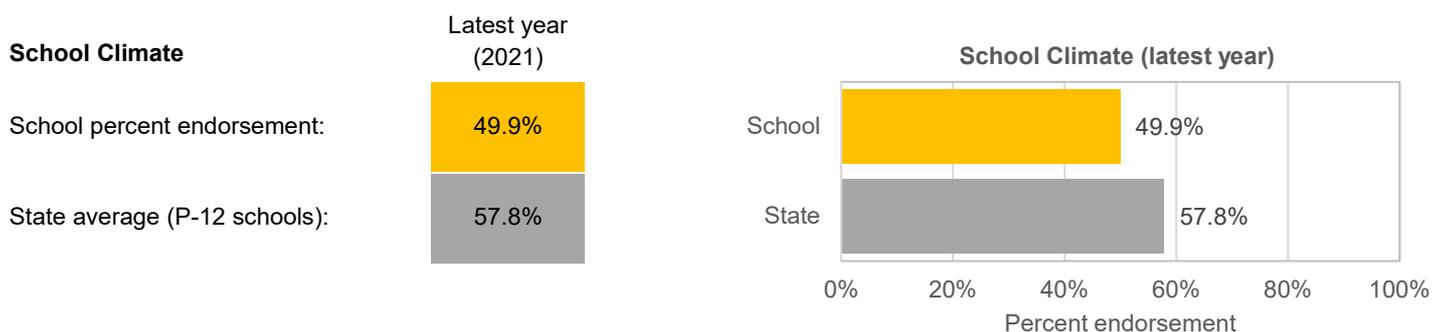


School Staff Survey

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:

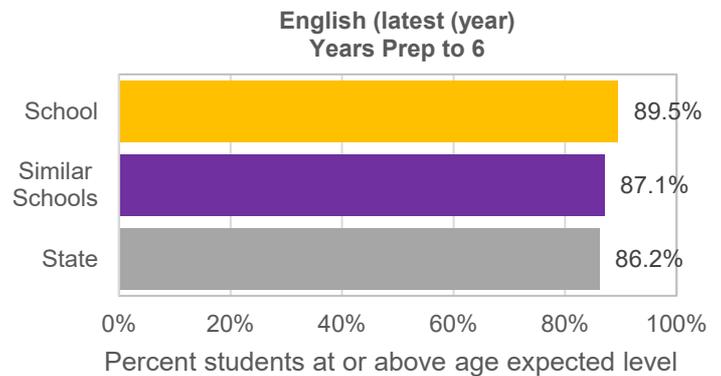
89.5%

Similar Schools average:

87.1%

State average:

86.2%



English Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

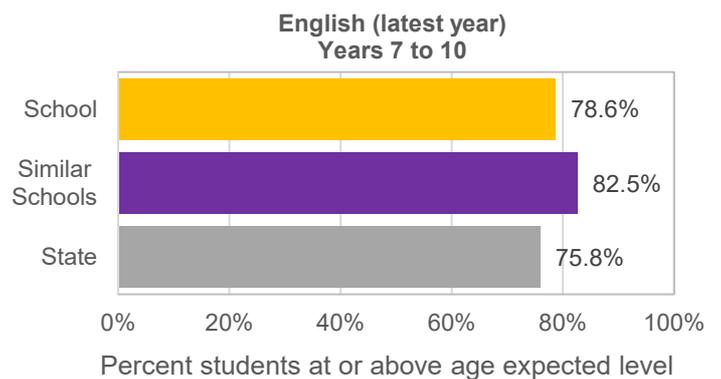
78.6%

Similar Schools average:

82.5%

State average:

75.8%



Mathematics Years Prep to 6

Latest year
(2021)

School percent of students at or above age expected standards:

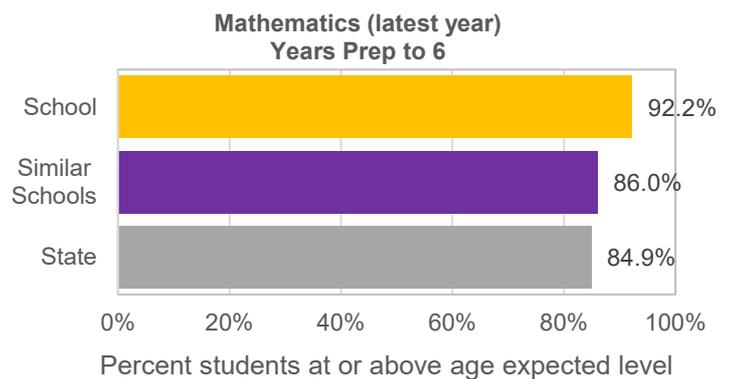
92.2%

Similar Schools average:

86.0%

State average:

84.9%



Mathematics Years 7 to 10

Latest year
(2021)

School percent of students at or above age expected standards:

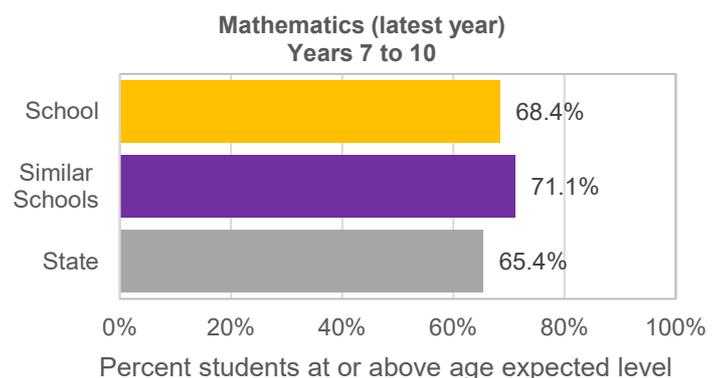
68.4%

Similar Schools average:

71.1%

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.

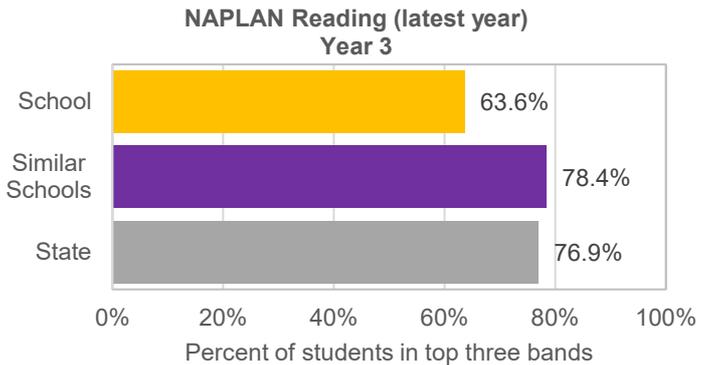
NAPLAN

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.

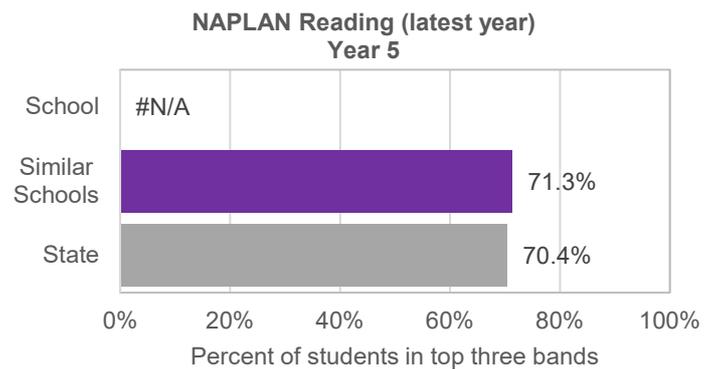
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	63.6%	66.7%
Similar Schools average:	78.4%	77.1%
State average:	76.9%	76.5%



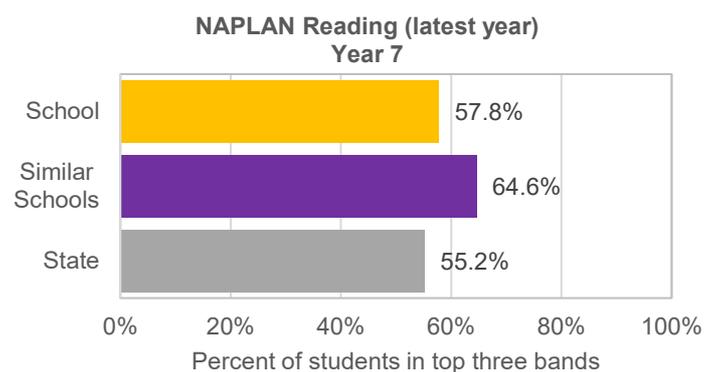
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	NDP	57.9%
Similar Schools average:	71.3%	68.7%
State average:	70.4%	67.7%



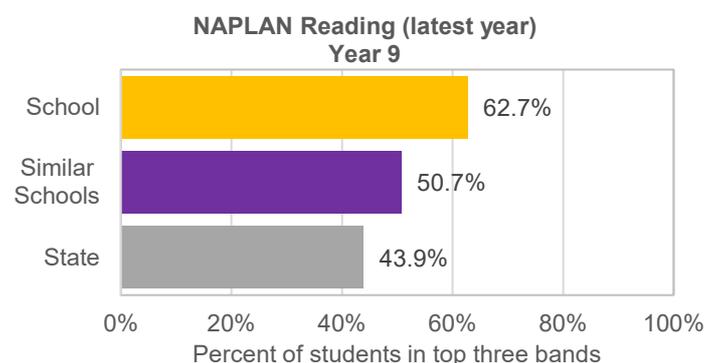
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	57.8%	60.6%
Similar Schools average:	64.6%	62.9%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	62.7%	53.4%
Similar Schools average:	50.7%	51.2%
State average:	43.9%	45.9%



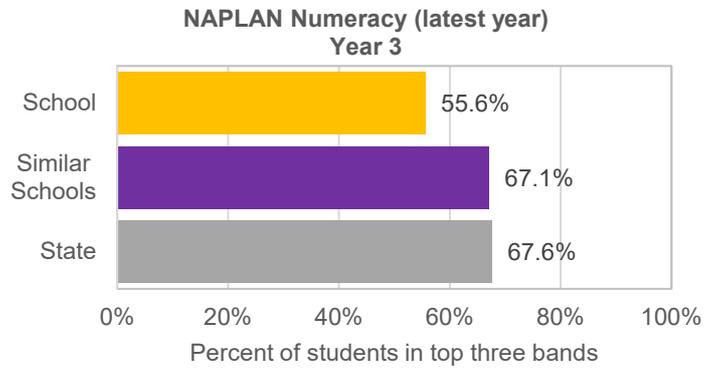
ACHIEVEMENT (continued)

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)

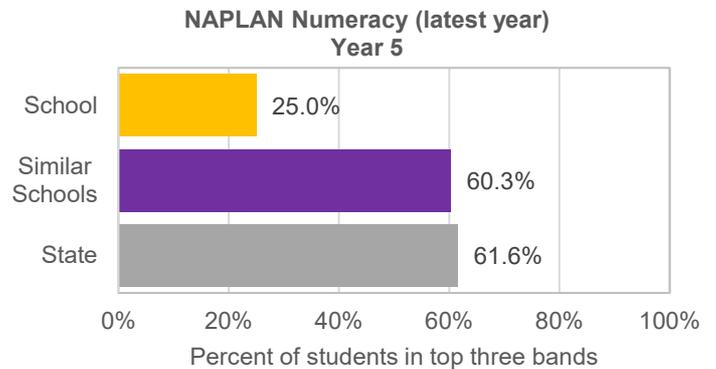
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	55.6%	56.7%
Similar Schools average:	67.1%	68.2%
State average:	67.6%	69.1%



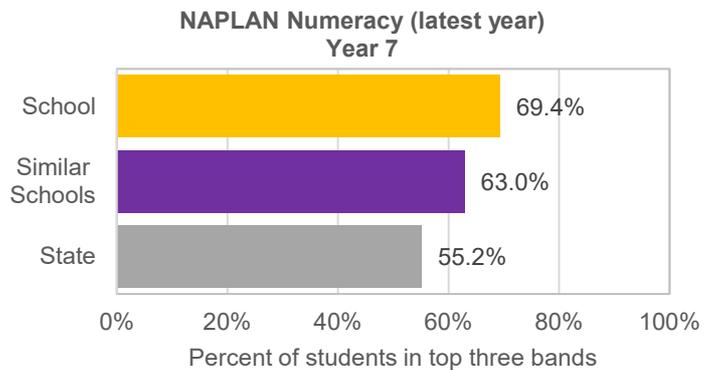
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	25.0%	50.0%
Similar Schools average:	60.3%	60.3%
State average:	61.6%	60.0%



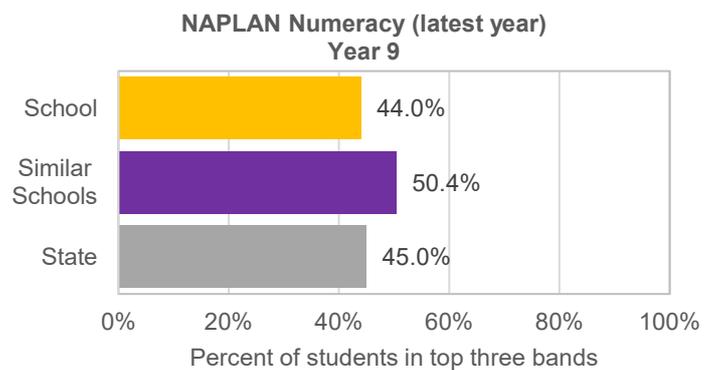
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	69.4%	63.1%
Similar Schools average:	63.0%	62.4%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	44.0%	48.8%
Similar Schools average:	50.4%	50.8%
State average:	45.0%	46.8%



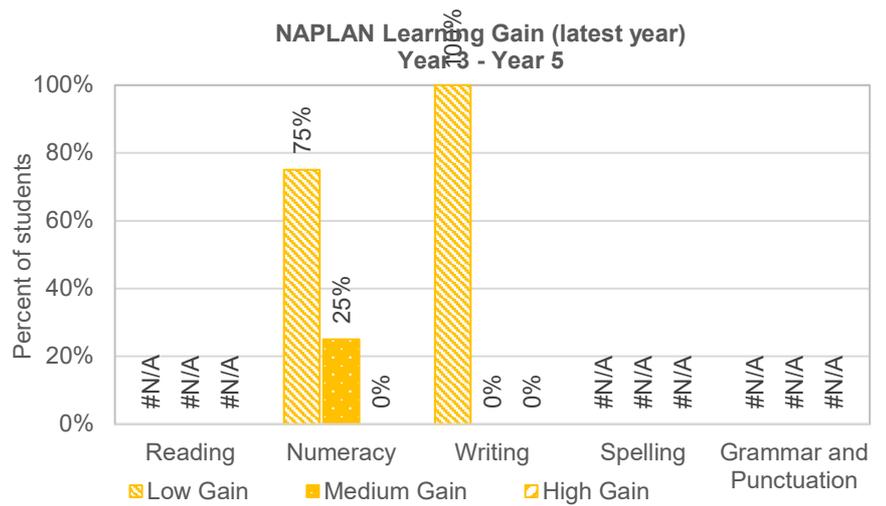
ACHIEVEMENT (continued)

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'.

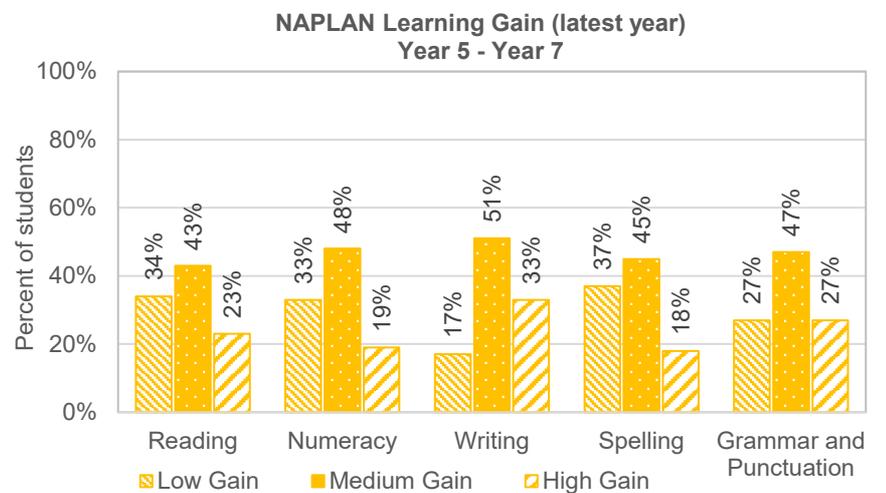
Learning Gain Year 3 (2019) to Year 5 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	NDP	NDP	NDP	23%
Numeracy:	75%	25%	0%	22%
Writing:	100%	0%	0%	25%
Spelling:	NDP	NDP	NDP	24%
Grammar and Punctuation:	NDP	NDP	NDP	24%



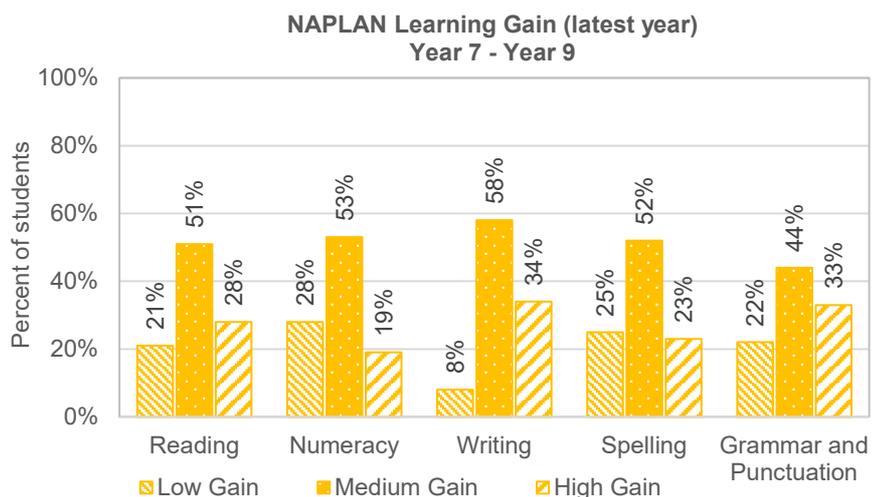
Learning Gain Year 5 (2019) to Year 7 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	34%	43%	23%	24%
Numeracy:	33%	48%	19%	24%
Writing:	17%	51%	33%	26%
Spelling:	37%	45%	18%	24%
Grammar and Punctuation:	27%	47%	27%	23%



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

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	21%	51%	28%	25%
Numeracy:	28%	53%	19%	24%
Writing:	8%	58%	34%	24%
Spelling:	25%	52%	23%	26%
Grammar and Punctuation:	22%	44%	33%	24%



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)

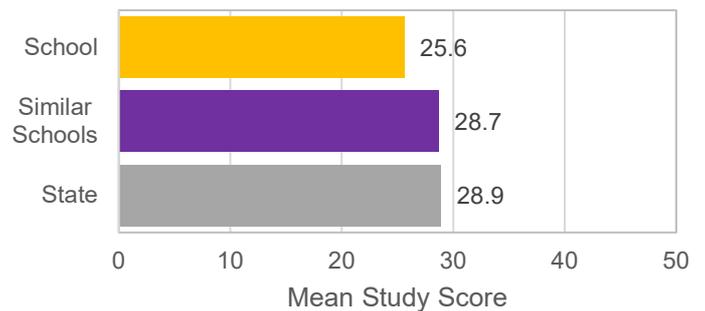
Mean study score from all VCE subjects undertaken by students at this school. This includes all Unit 3 and 4 studies (including those completed in Year 11) and any VCE VET studies awarded a study score.

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	25.6	25.7
Similar Schools average:	28.7	28.6
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:

14%

VET units of competence satisfactorily completed in 2021*:

67%

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

84%

* 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

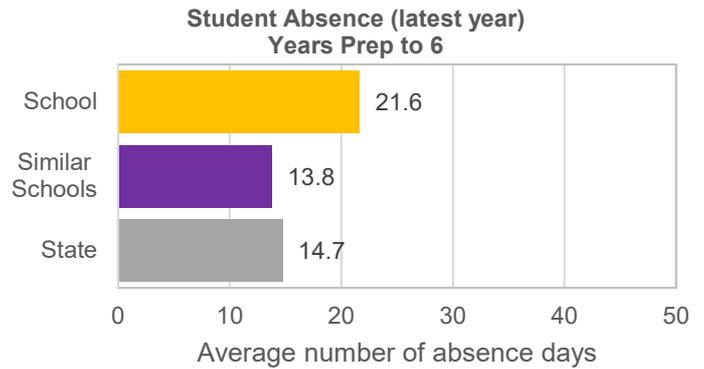
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

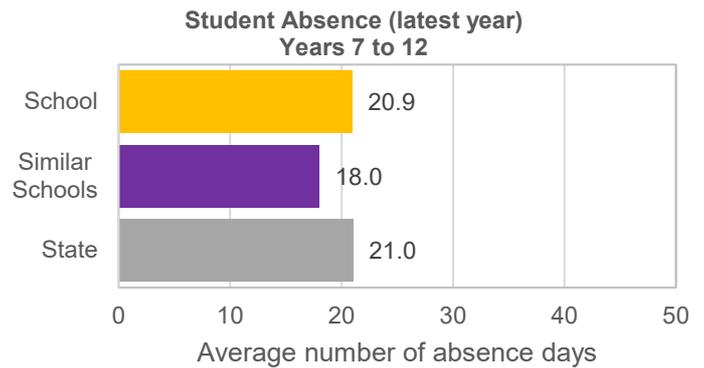
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	21.6	20.2
Similar Schools average:	13.8	14.9
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	20.9	19.8
Similar Schools average:	18.0	17.2
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):	85%	88%	95%	94%	91%	78%	87%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	88%	91%	88%	88%	90%	94%	

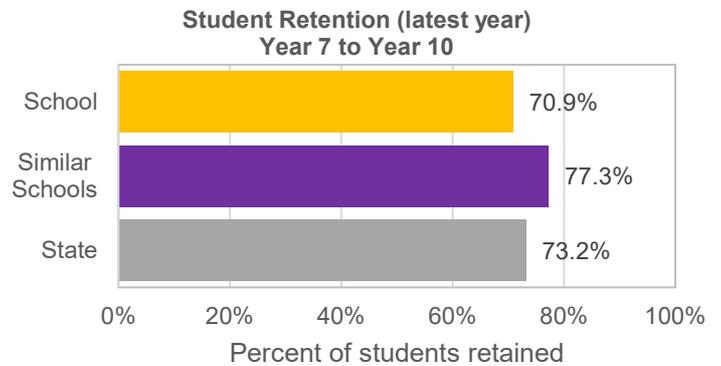
ENGAGEMENT (continued)

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:	70.9%	71.5%
Similar Schools average:	77.3%	76.0%
State average:	73.2%	72.9%



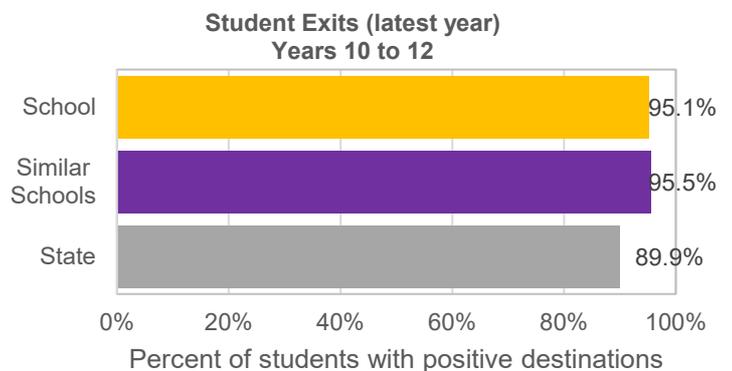
Students exiting to further studies or full-time employment

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:	95.1%	95.1%
Similar Schools average:	95.5%	93.1%
State average:	89.9%	89.2%



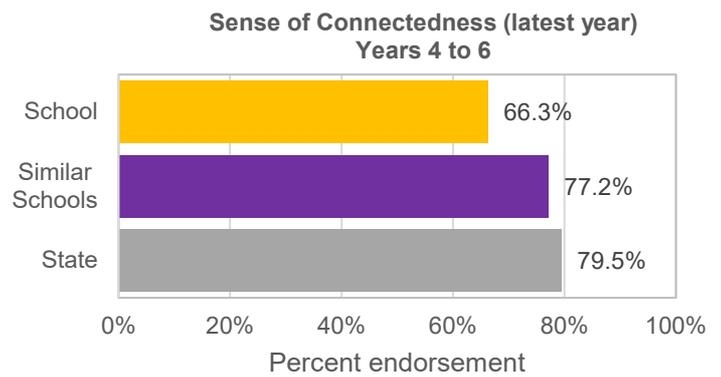
WELLBEING

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

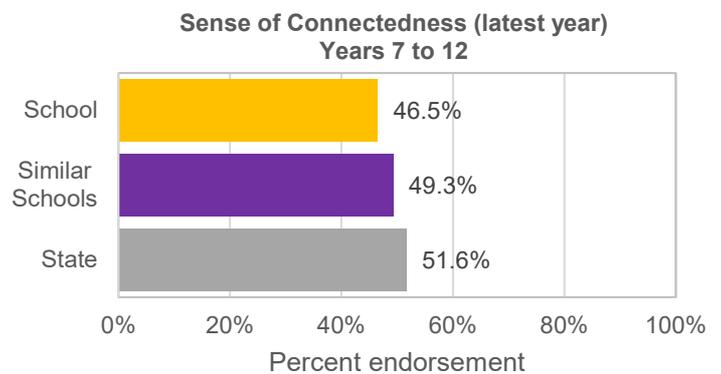
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	66.3%	70.3%
Similar Schools average:	77.2%	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:	46.5%	57.5%
Similar Schools average:	49.3%	52.8%
State average:	51.6%	54.5%



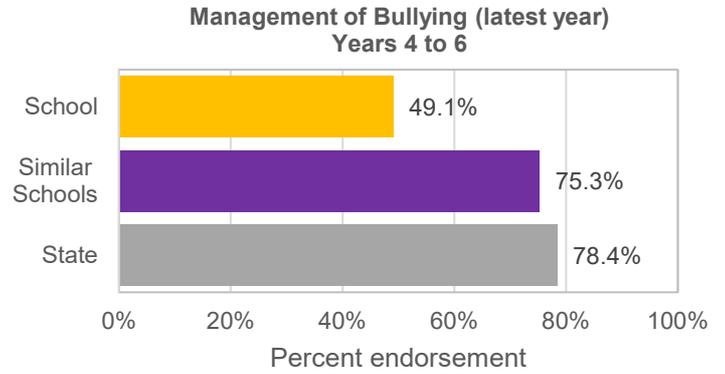
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

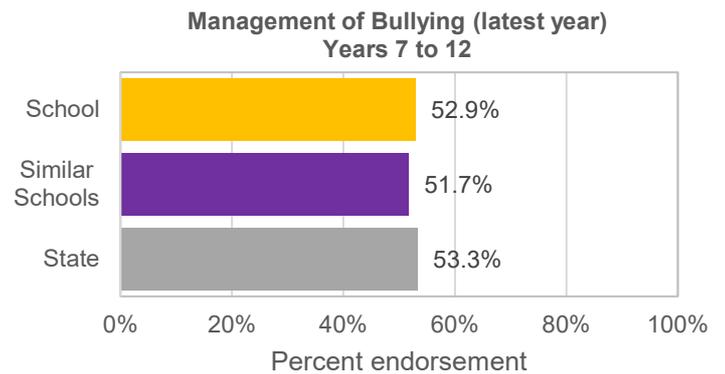
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	49.1%	60.7%
Similar Schools average:	75.3%	78.6%
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:	52.9%	62.9%
Similar Schools average:	51.7%	56.0%
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	\$5,828,715
Government Provided DET Grants	\$883,318
Government Grants Commonwealth	\$6,980
Government Grants State	\$0
Revenue Other	\$202,541
Locally Raised Funds	\$595,797
Capital Grants	\$0
Total Operating Revenue	\$7,517,351

Equity ¹	Actual
Equity (Social Disadvantage)	\$77,317
Equity (Catch Up)	\$24,014
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$101,331

Expenditure	Actual
Student Resource Package ²	\$6,260,474
Adjustments	\$0
Books & Publications	\$10,923
Camps/Excursions/Activities	\$199,019
Communication Costs	\$9,418
Consumables	\$151,438
Miscellaneous Expense ³	\$630,353
Professional Development	\$11,351
Equipment/Maintenance/Hire	\$136,696
Property Services	\$80,406
Salaries & Allowances ⁴	\$231,277
Support Services	\$65,679
Trading & Fundraising	\$20,861
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$104,907
Total Operating Expenditure	\$7,912,804
Net Operating Surplus/-Deficit	(\$395,452)
Asset Acquisitions	\$71,062

(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	\$926,917
Official Account	\$59,849
Other Accounts	\$0
Total Funds Available	\$986,765

Financial Commitments	Actual
Operating Reserve	\$264,862
Other Recurrent Expenditure	\$0
Provision Accounts	\$703
Funds Received in Advance	\$0
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$24,187
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$54,000
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$343,753

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.