

2021 Annual Report to The School Community



School Name: Robinvale College (8276)



- 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 27 March 2022 at 01:26 PM by Sarah Broster (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 09 May 2022 at 04:39 PM by Vicki Boram (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

Robinvale College was established as a new entity in 2016 with a new vision that promotes learning as a community activity and a shared responsibility, connecting the school and the community in close partnership. Our vision is to provide a learning hub for the community where, in addition to excellent learning programs for Years F-12, there would be provision for early years, post-secondary and community learners. This vision to provide “great learning for a thriving community”, expresses our commitment to making a valuable contribution to the community’s social and economic growth.

Robinvale is situated on the Murray River in North Western Victoria, approximately 500kms northwest of Melbourne, between the regional cities of Mildura (89 kms) and Swan Hill (130 kms). The town was established as a soldier settlement in areas that had long been occupied by the Aboriginal peoples of the Muthi Muthi, Latje Latje, Tati Tati and Wadi Wadi clans. In post-war years, migrant Italian and Greek families established themselves, followed in the late 1980s by Pacific Islander migration. More recently, migrants from Vietnam, Cambodia, Korea and Thailand added to the cultural mix of the Robinvale community, which now has over 44 different nationalities. This is unique in such a remote rural location.

The College roll reflects this diversity and it celebrates its vibrant multiculturalism. The College enrolment in 2021 was 317 students down from 350 in 2019, with 11 PSD funded students, 22% of students had English as an additional language (with 24 of those being funded) and 35% were Aboriginal or Torres Strait Islander. The drop in enrolments has resulted from a number of factors including; employment or further training (14%), family reasons (7%), family relocating (39%), and subject offerings at VCE (12%) being identified as the main reasons.

Many of the school’s Pacific Islander population arrived in Australia through New Zealand in previous years. For this reason they were not recognised as EAL students and therefore were not eligible for English learning opportunities afforded to other new arrivals who reach Australia through the migration process. They were not eligible to attend the Mildura English Language Centre (MELC) prior to enrolling into a mainstream school. This meant they often had limited English when they commenced school and did not speak English in the family home. This has impacted on the development of student’s literacy skills and learning in all curriculum areas, and therefore continues to be a priority area for us to improve on.

The College works hard to overcome the challenges facing families in Robinvale; its Socio-economic Indexes for Areas (SEIFA) score ranks it within the 10 most disadvantaged communities and the College is one of the lowest Index for Community Socio-educational Advantage (ICSEA) schools in Victoria. The College acknowledges the important role it has in lifting aspirations for its students and for the whole community. The wide range of student academic, engagement and wellbeing programs, and the focus on improving engagement with families, are responses that the College implemented in 2016 and have continued through.

In 2020, the 10 year partnership between Robinvale College and the Colman Foundation continues with a strong vision and resourcing to support the achievement of improved social outcomes by placing education at the heart of a disadvantaged community. The Foundation has provided funding for a Partnership Manager, a Community Development Advisor and a Community Facilitator at Robinvale College, including approximately \$300,000 per annum, for 10 years, to support successful implementation of the Our Place model.

Our Place will help integrate early childhood, school and adult education services, giving families access to a range of education and support services at a single convenient location. Integrating place-based services, that are specific to the Robinvale community, will provide a single point of entry for all community members to access high quality early learning, education and community support for children, young people and their families.

In order to meet the specific needs of different stages of learning, the College has three Learning Communities: F-4, 5-8, and 9-12. The College offers a wide range of programs to support and engage its broad mix of students including the Robinvale College and Community Brass Band, an instrumental music program and VET subjects that are offered

on-site including Tradies Pack and Small Business Operations.

In 2021, the College had 46.23 full time equivalent of staff: 3 Principal Class Officers, 3.4 EFT Leading Teachers, 18.7 EFT teachers, 7.6 EFT Para Professional teachers, 1.23 EFT Learning Tutors and 12.3 EFT Education Support Staff. This includes 3 staff who identified as ATSI. In addition to this, an extra 12 people were based at the College site in part time or full time capacity undertaking roles including Colman Foundation staff, KESOs, Clontarf Academy staff, Drs in Schools Program staff, Secondary School Nurse and and Early Learning Centre staff.

January 2021 saw the opening of the Robinvale school and community library, as a result of a partnership between Robinvale College, Swan Hill Rural City Council and Regional Development Victoria.

The college and the community were significantly impacted by Covid-19 in 2021 with significant periods of remote learning occurring at different times throughout the year. This had a significant impact on the day to day running of the school, continuity of learning for students, student wellbeing and engagement and staff wellbeing.

Framework for Improving Student Outcomes (FISO)

In 2021 the College's FISO priority was in Curriculum Planning and Assessment, Evaluating Impact on Learning, Health and Wellbeing and Building Communities. Building Practice Excellence, Setting Expectations and Promoting Inclusion and Curriculum Planning and Assessment. However, with the impact of Covid-19 and with the continuation of remote and flexible learning, we were not able to achieve all we set out to do.

In the areas of Curriculum Planning and Assessment and Evaluating Impact on Learning that would result in improved student outcomes across all curriculum areas, the College continued to focus on embedding an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met, where all students feel more engaged and challenged. This was achieved through implementing a PLC cycle with all teachers with a focus on differentiation through a literacy (reading data) lens. Due to the impact of remote learning we were not able to complete a second cycle.

We continued our priority with setting out to improve Literacy teaching across F-4, through the use of a Literacy Learning Specialist and with support from the Speech Pathology in Schools initiative.

In the priority area of Curriculum Planning and Assessment, our key improvement strategy was to build teacher capability to utilise data and a range of rigorous assessment practices and feedback to effectively inform teaching and learning. We aimed to do this by implementing a whole school assessment schedule and aligning it to our whole school meeting schedule, have our Leadership team participate in the Harvard DataWise professional learning and deliver targeted data literacy professional learning to all staff, aligned with our reading priority and PLCs. Due to Covid, we were unable to undertake a PLC inquiry cycle with teachers but are proud of our commitment to this goal as we shifted our focus on building data literacy amongst staff and beginning the implementation of the whole school assessment schedule.

Our priority of Setting Expectations and Promoting Inclusion involved continuing our work in fostering learning communities that are supportive and productive learning environments that promote inclusion and collaboration, developing the whole child. We aimed to increase staff understanding and capacity in differentiation strategies through PLCs, and ensure that all students had an Individual Student Engagement Plan (ISEP) with students and parents being provided with at least 2 opportunities to review and update the ISEPs. This was a significant achievement from the previous year where only 'at risk' students and an ISEP in place. The impact of Covid-19 and the continuation of remote learning resulted in us not being able to implement a whole school attendance process. We did implement an Attendance Staged Response during remote learning periods and upon students returning to school, that incorporated students and their parents receiving additional contact and support from the school, where students were identified at risk of not participating in remote learning or at risk of disengaging.

In response to COVID-19 continuing in 2021 and the continuation of remote and flexible learning throughout different times of the year, all Government schools were required to shift priority focus so as to meet the growing demands in 3 areas:

1. Learning, catch up and extension priority, 2. Happy, Active and healthy kids priority, and 3. Connected schools priority. As a result, we had the opportunity to refocus our priorities and align them with the immediate needs of the school community.

Achievement

All teachers participated in a PLC inquiry.

Teachers demonstrated a deeper understanding of HITS - differentiation.

Teachers implemented HIT - differentiation, into their planning and teaching.

Increased use of assessment data being used and collected by all teachers - as evidenced by the data collected.

Literacy and Numeracy meetings were also timetabled into the week for selected teachers who worked with literacy and numeracy learning specialists to target areas of identified need, based on PAT Reading and Numeracy results.

Teachers participated in PAT-R and F&P training.

Tutor Learning Initiative and Middle Years Literacy and Numeracy Support were implemented across the school for identified students but remote learning and staffing shortages impacted on our ability to staff these initiatives consistently throughout the year.

Engagement

The school successfully implemented Individual Student Engagement Plans (ISEPs) for all students and teachers demonstrating an increased understanding in differentiation of these plans for students, as evidenced by what was documented.

5 teachers participated in DUET Music Initiative and Creative Workers in Schools and demonstrated increased capacity to offer engaging lessons to students.

Breakfast Program engagement increased numbers of students attending - 3490 total for 2021 compared to 242 for 2020.

School newsletter moved to Schoolzine (online platform) with parents now able to translate full newsletter and access the newsletter via multiple platforms.

Berry St routines of greeting students, using brain breaks embedded across school, as evidenced through observations.

Increased number of students attending lunchtime activities when students were able to be onsite.

Library JUA implemented including booking process for external organisations and community groups.

Successful in getting playground funding.

All students have an ISEP that was reviewed twice in the year, with opportunities for parent feedback being provided at least twice in the year.

Student Led Conferences, Parent teacher interviews and relevant SSGs were held twice in the year.

There was an increase in students exiting school in 2021 due to gaining full-time employment, including

Apprenticeships and Traineeships, with Covid-19 and the continuation of remote learning showing to have an impact on these decisions with 8 students exiting for this reason.

Wellbeing

Health and wellbeing support was prioritised for students during remote learning periods with an Attendance Staged Response being implemented. This resulted in teachers being able to flag students at risk of not disengaging from their learning or where attendance was a concern. This process enabled tier 2 and tier 3 interventions to be put in place for those students with Education Support and Wellbeing staff being redirected to better meet the needs of students during

this time.

Covid-19 significantly impacted on students having access to already limited tier 3 supports including counselling, as a result, new partnerships and partnership options were implemented including students having access to counselling sessions via Telehealth and Zoom.

In response to the School Climate data results and due to the impact that Covid-19 was having on staff wellbeing, we also initiated several strategies to address staff health and wellbeing, in partnership with the Employee Assistance Program that included providing a face to face counsellor for one on one support and online PD sessions related to resilience and managing change. All staff were also provided with additional mentoring and wellbeing check ins from their PLC leaders on a regular basis, as well as the implementation of a social gathering / event once per term. Further work was due to go ahead with implementing an Appreciative Inquiry and School Improvement Team in this area but due to Covid-19, this has been delayed til 2022.

Our school's social media presence also increased during this time with more information being provided to families and the community on positive strategies related to resilience, managing change, improving communication between children and their parents, grief and loss.

Finance performance and position

The financial section of this report indicates Robinvale College continues to maintain a sound financial position with a net operating surplus of \$108,459. This result is reflective of adjustments made within the staffing or "credit" side of our budget to eliminate the deficit, whilst still maintaining the broad range of VCE subjects we offer to retain senior students at Robinvale College, and reduced class sizes in the early years.

Robinvale College allocated equity funding to prioritise resourcing to support staffing and improved literacy outcomes for students by providing staff with professional development, training and release time to learn and begin implementing literacy interventions.

An additional \$34,000 was spent on CRTs, this was inclusive of utilising Randstad for CRTs on a term by term basis, during Covid times.

Surplus was due to budgets not being fully expended, including maintenance blitz funding during the year due to Covid restrictions.

Funding supported significant expenditure in the following areas;

Security Cameras Phase 1 & 2

Upgrade to Irrigation on ovals

Upgrade to gym lights

Pool heater replacement

Installation of solar panels to provide renewable energy

CommBox Interactive Screens x 4 in primary classrooms

Mini/Multi lit training to increase literacy in the primary years

Paige Williams Appreciative Inquiry pupil free day professional development for all staff

Electra board and college signage

ICT upgrades and repairs and maintenance across the college

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.

Extraordinary revenue items include:

\$10,000 Chaplaincy from the Chaplaincy Committee.

\$7,861.50 Advance Program

\$5,185 Toorak Uniting Church

\$1,000 Select Harvest Breakfast Club

\$10,000 ACF Homework Cub

\$18,000 MADEC Scholarships

\$3,000 Golf Club Scholarship

\$2,500 Golf Club Grant Funding

\$120,694 – Place Based Partnership funding for Community Liaison Officer

\$3,500 Regional Arts Creative Workers in Schools initiative.

\$5,780 Duet Music in School Program

\$7,500 Melbourne University for a pre-service teacher's mentoring

For more detailed information regarding our school please visit our website at

<https://www.robinvale.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 317 students were enrolled at this school in 2021, 150 female and 167 male.

22 percent of students had English as an additional language and 35 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

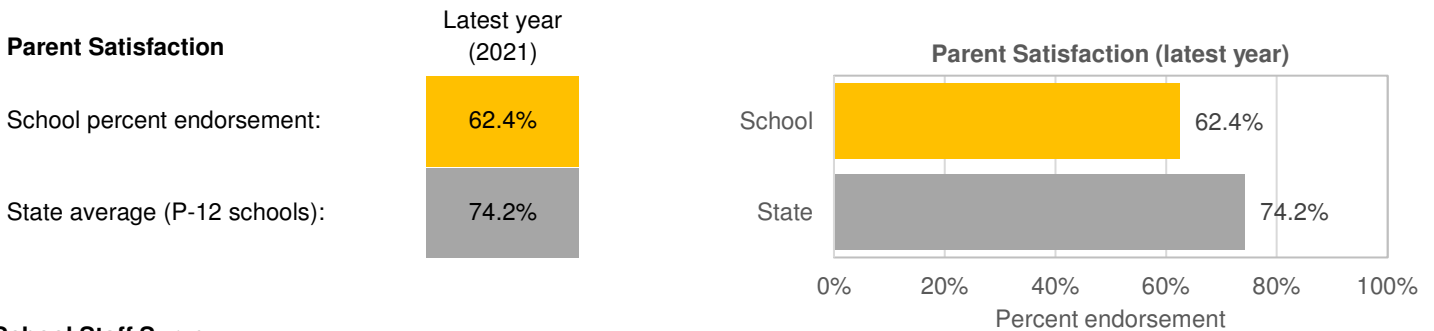
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

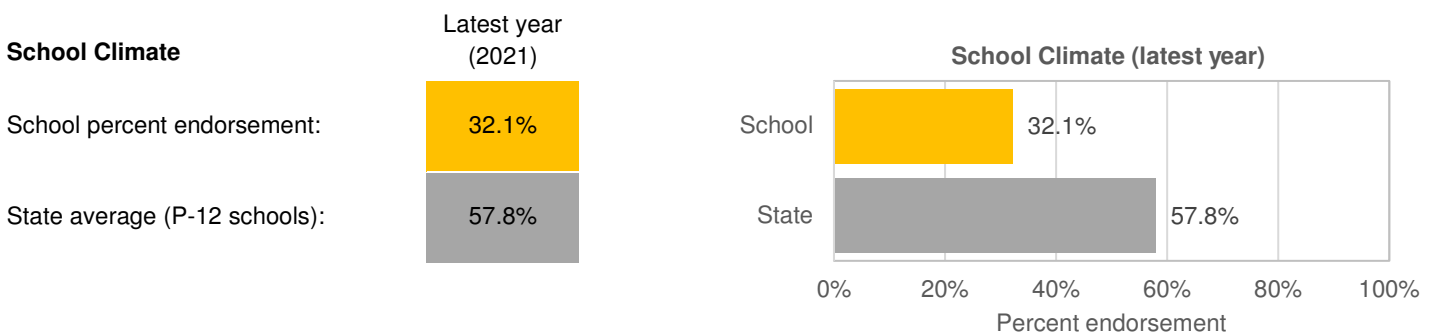


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

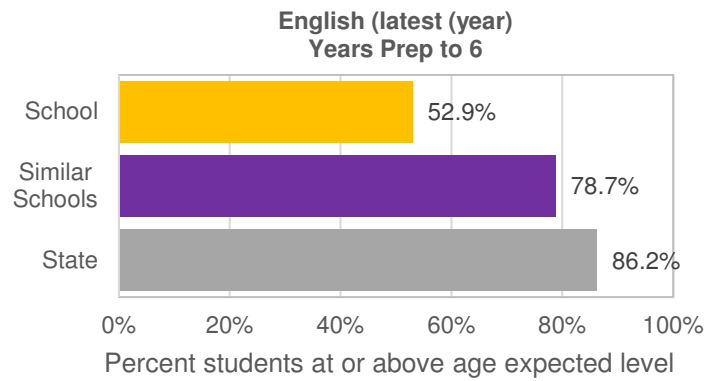
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

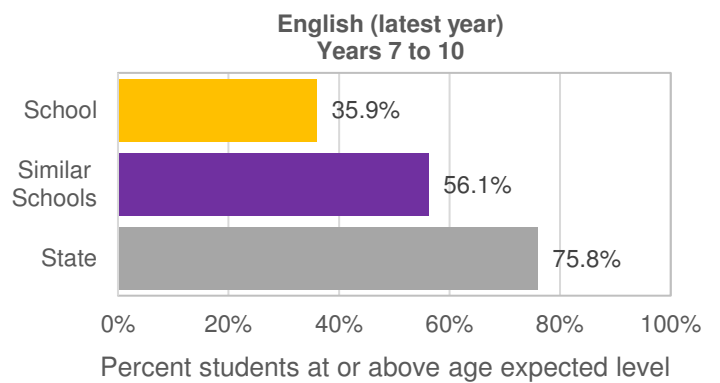
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	52.9%
Similar Schools average:	78.7%
State average:	86.2%



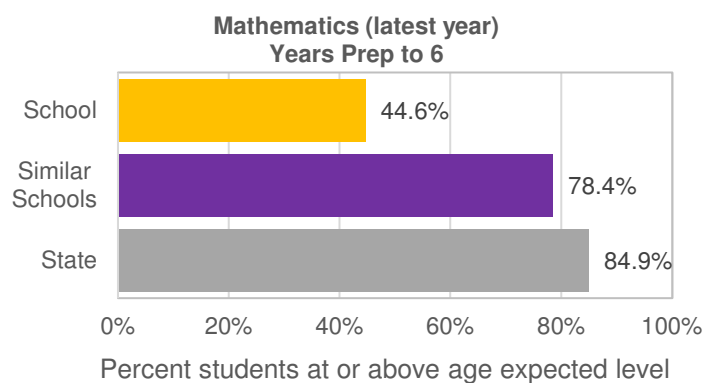
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	35.9%
Similar Schools average:	56.1%
State average:	75.8%



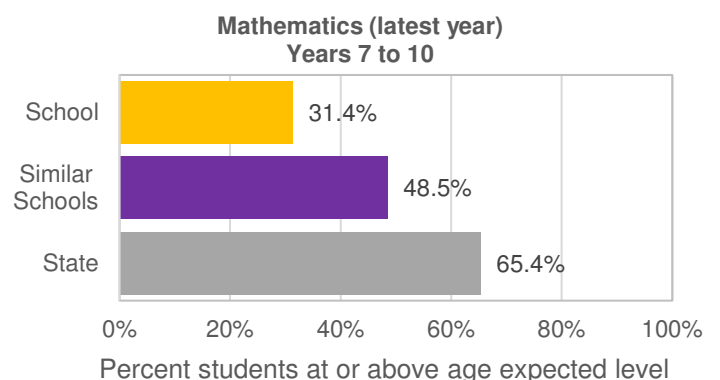
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	44.6%
Similar Schools average:	78.4%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	31.4%
Similar Schools average:	48.5%
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.

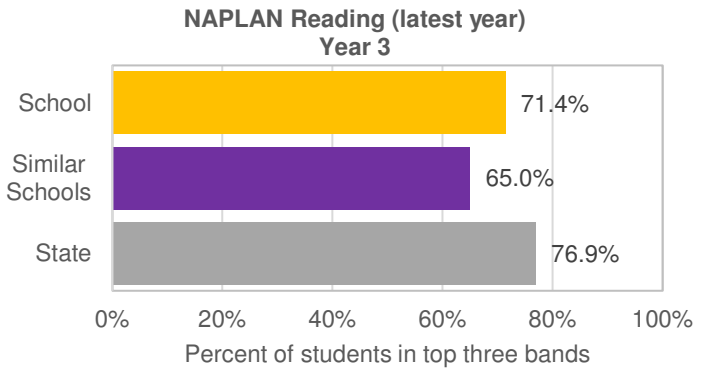
NAPLAN

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.

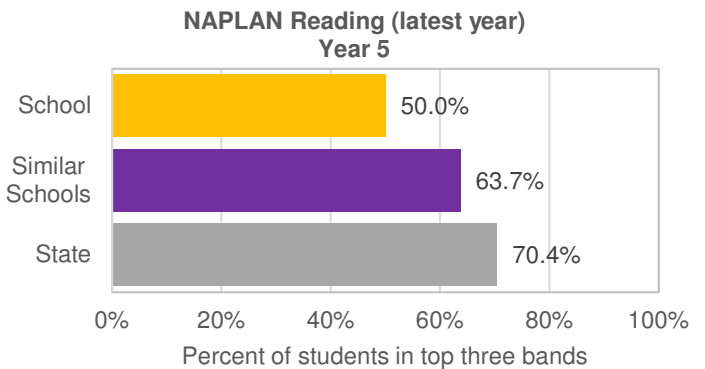
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	60.6%
Similar Schools average:	65.0%	67.6%
State average:	76.9%	76.5%



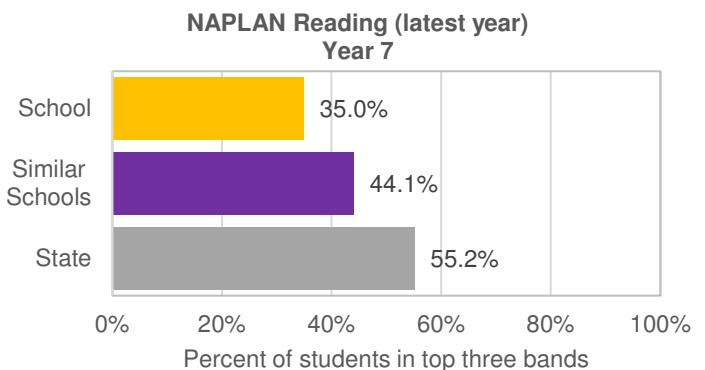
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	40.9%
Similar Schools average:	63.7%	60.8%
State average:	70.4%	67.7%



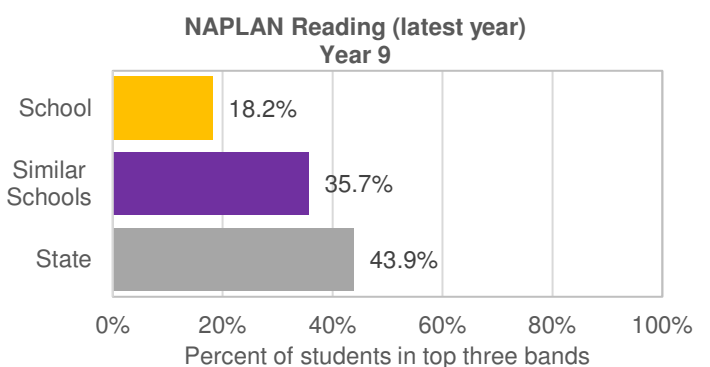
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	35.0%	29.1%
Similar Schools average:	44.1%	44.7%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	18.2%	28.2%
Similar Schools average:	35.7%	39.5%
State average:	43.9%	45.9%



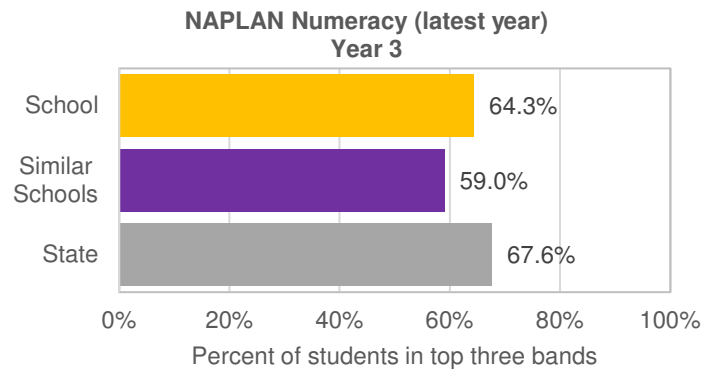
ACHIEVEMENT (continued)

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)

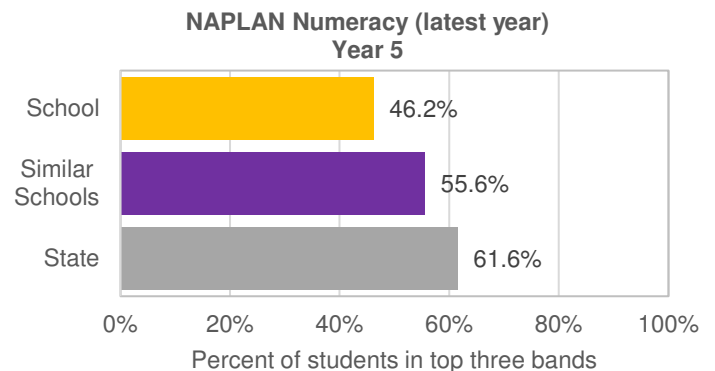
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	47.6%
Similar Schools average:	59.0%	61.4%
State average:	67.6%	69.1%



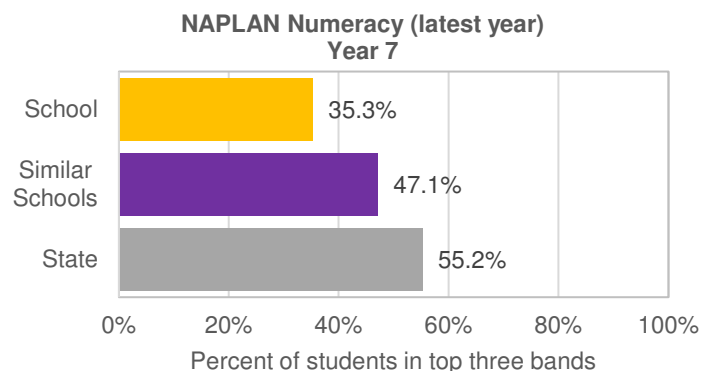
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.2%	34.9%
Similar Schools average:	55.6%	53.7%
State average:	61.6%	60.0%



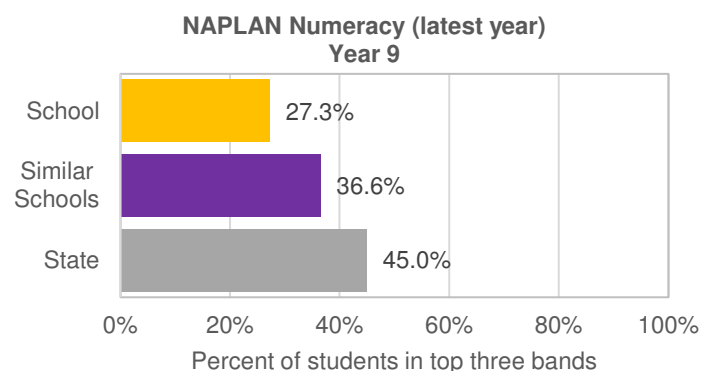
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	35.3%	37.3%
Similar Schools average:	47.1%	47.7%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	27.3%	31.4%
Similar Schools average:	36.6%	40.8%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

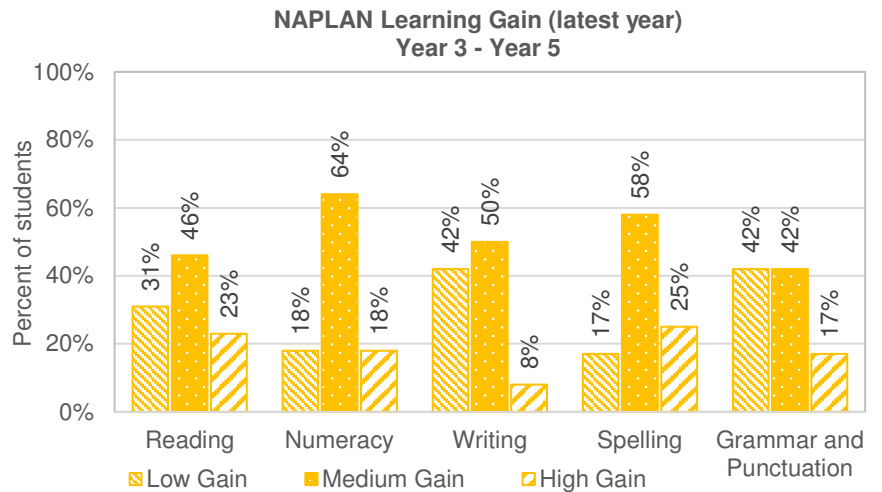
NAPLAN Learning Gain

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)

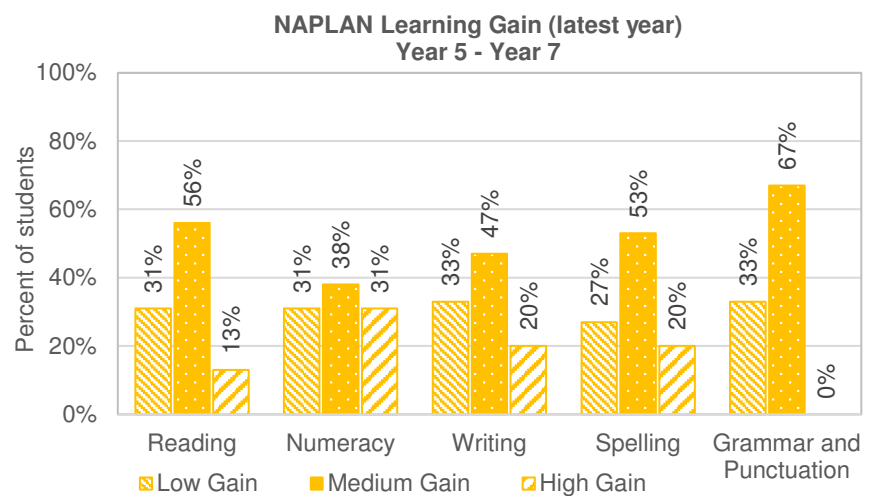
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	46%	23%	20%
Numeracy:	18%	64%	18%	23%
Writing:	42%	50%	8%	16%
Spelling:	17%	58%	25%	21%
Grammar and Punctuation:	42%	42%	17%	16%



Learning Gain

Year 5 (2019) to Year 7 (2021)

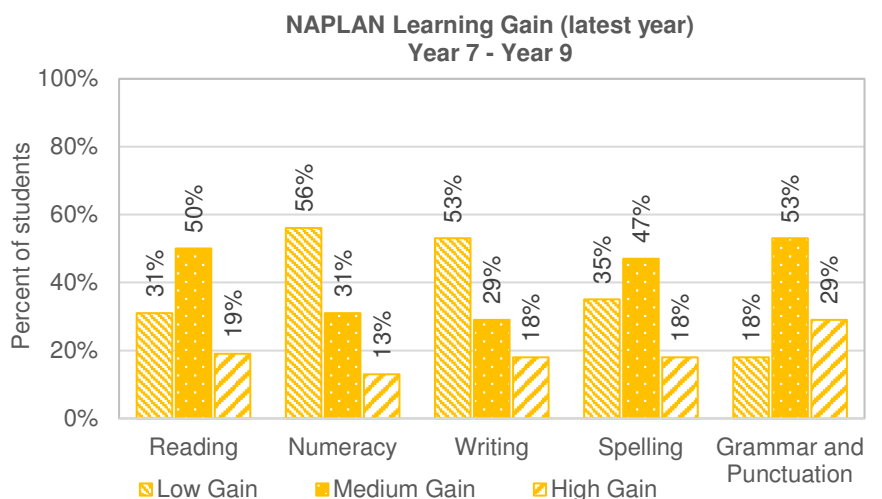
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	56%	13%	17%
Numeracy:	31%	38%	31%	18%
Writing:	33%	47%	20%	15%
Spelling:	27%	53%	20%	23%
Grammar and Punctuation:	33%	67%	0%	19%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	50%	19%	20%
Numeracy:	56%	31%	13%	23%
Writing:	53%	29%	18%	17%
Spelling:	35%	47%	18%	22%
Grammar and Punctuation:	18%	53%	29%	21%



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.

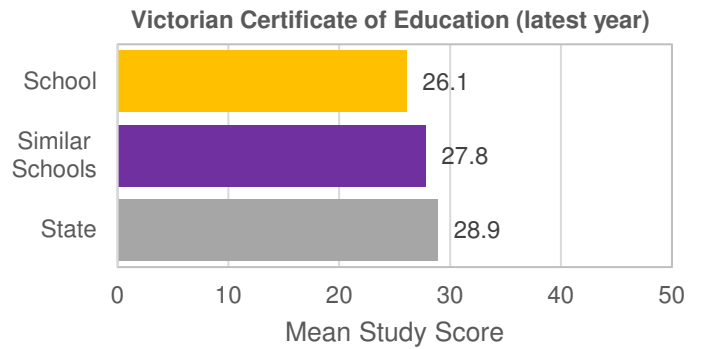
Victorian Certificate of Education (VCE)

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	26.1	24.6
Similar Schools average:	27.8	27.5
State average:	28.9	28.9



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:

53%

VET units of competence satisfactorily completed in 2021*:

45%

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

48%

* 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

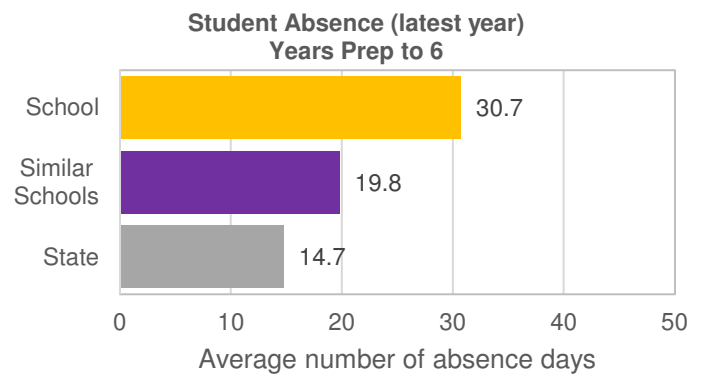
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

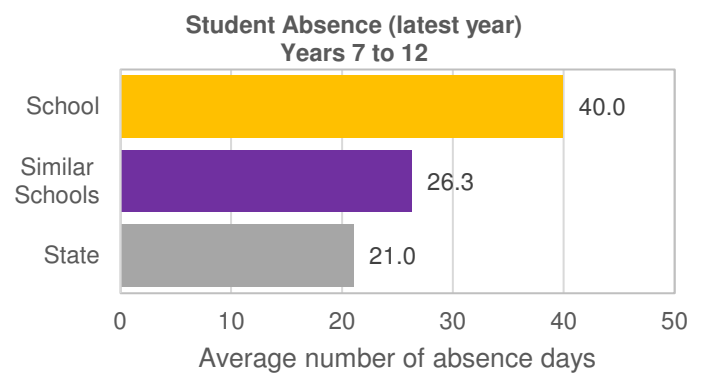
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	30.7	27.5
Similar Schools average:	19.8	18.0
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	40.0	29.9
Similar Schools average:	26.3	24.3
State average:	21.0	19.6



Attendance Rate (latest year)

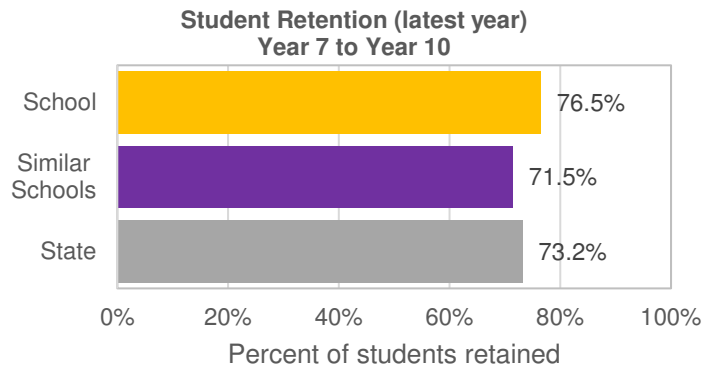
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	84%	86%	83%	84%	86%	83%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	79%	76%	78%	80%	85%	86%	

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:	76.5%	53.8%
Similar Schools average:	71.5%	71.2%
State average:	73.2%	72.9%

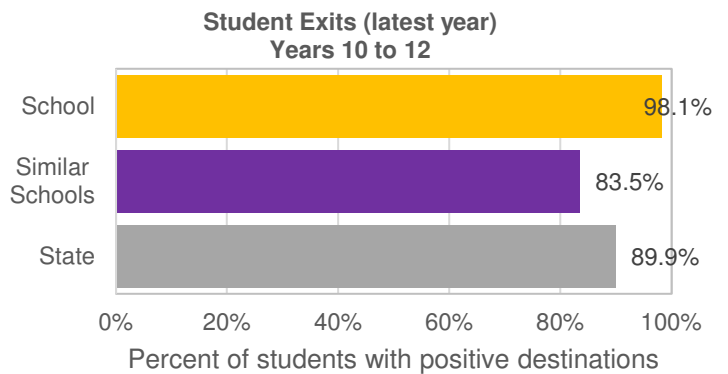


Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	98.1%	92.8%
Similar Schools average:	83.5%	84.2%
State average:	89.9%	89.2%



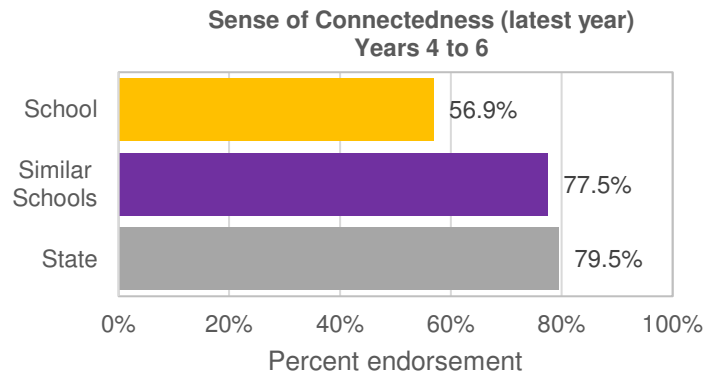
WELLBEING

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

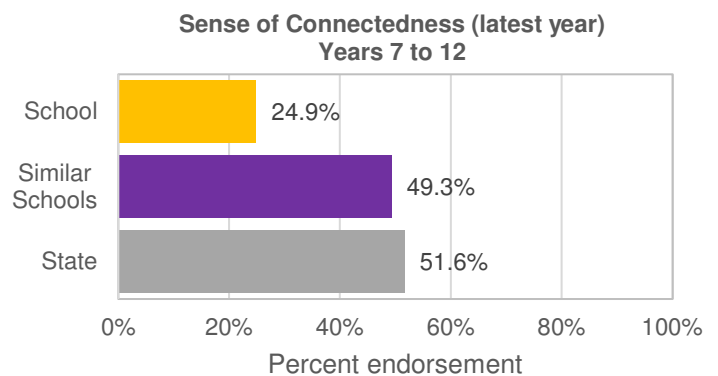
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	56.9%	64.7%
Similar Schools average:	77.5%	80.4%
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:	24.9%	38.5%
Similar Schools average:	49.3%	52.0%
State average:	51.6%	54.5%



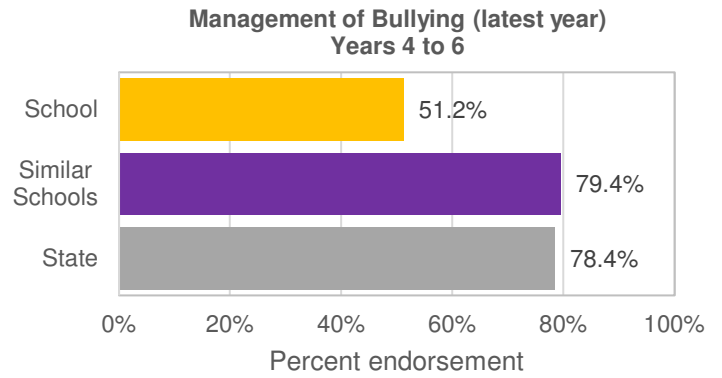
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

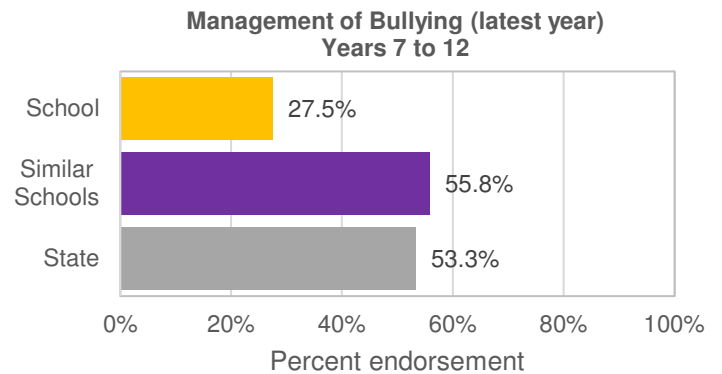
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	51.2%	58.5%
Similar Schools average:	79.4%	81.5%
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.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	27.5%	37.7%
Similar Schools average:	55.8%	58.2%
State average:	53.3%	56.8%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,929,809
Government Provided DET Grants	\$1,566,739
Government Grants Commonwealth	\$0
Government Grants State	\$7,861
Revenue Other	\$112,335
Locally Raised Funds	\$146,018
Capital Grants	\$0
Total Operating Revenue	\$6,762,763

Equity ¹	Actual
Equity (Social Disadvantage)	\$762,168
Equity (Catch Up)	\$24,357
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$786,526

Expenditure	Actual
Student Resource Package ²	\$5,084,999
Adjustments	\$0
Books & Publications	\$11,477
Camps/Excursions/Activities	\$64,582
Communication Costs	\$14,618
Consumables	\$169,446
Miscellaneous Expense ³	\$97,377
Professional Development	\$33,881
Equipment/Maintenance/Hire	\$151,816
Property Services	\$430,697
Salaries & Allowances ⁴	\$153,842
Support Services	\$197,761
Trading & Fundraising	\$63,713
Motor Vehicle Expenses	\$8,797
Travel & Subsistence	\$16,946
Utilities	\$154,353
Total Operating Expenditure	\$6,654,304
Net Operating Surplus/-Deficit	\$108,459
Asset Acquisitions	\$138,767

- (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	\$2,101,226
Official Account	\$31,875
Other Accounts	\$0
Total Funds Available	\$2,133,101

Financial Commitments	Actual
Operating Reserve	\$224,918
Other Recurrent Expenditure	(\$252)
Provision Accounts	\$0
Funds Received in Advance	\$92,033
School Based Programs	\$102,034
Beneficiary/Memorial Accounts	\$10,093
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,537
Capital - Buildings/Grounds < 12 months	\$651,468
Maintenance - Buildings/Grounds < 12 months	\$56,326
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,138,157

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.

2021 Annual Report to The School Community



School Name: Robinvale College (8276)



- 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 27 March 2022 at 01:26 PM by Sarah Broster (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 09 May 2022 at 04:39 PM by Vicki Boram (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

Robinvale College was established as a new entity in 2016 with a new vision that promotes learning as a community activity and a shared responsibility, connecting the school and the community in close partnership. Our vision is to provide a learning hub for the community where, in addition to excellent learning programs for Years F-12, there would be provision for early years, post-secondary and community learners. This vision to provide “great learning for a thriving community”, expresses our commitment to making a valuable contribution to the community’s social and economic growth.

Robinvale is situated on the Murray River in North Western Victoria, approximately 500kms northwest of Melbourne, between the regional cities of Mildura (89 kms) and Swan Hill (130 kms). The town was established as a soldier settlement in areas that had long been occupied by the Aboriginal peoples of the Muthi Muthi, Latje Latje, Tati Tati and Wadi Wadi clans. In post-war years, migrant Italian and Greek families established themselves, followed in the late 1980s by Pacific Islander migration. More recently, migrants from Vietnam, Cambodia, Korea and Thailand added to the cultural mix of the Robinvale community, which now has over 44 different nationalities. This is unique in such a remote rural location.

The College roll reflects this diversity and it celebrates its vibrant multiculturalism. The College enrolment in 2021 was 317 students down from 350 in 2019, with 11 PSD funded students, 22% of students had English as an additional language (with 24 of those being funded) and 35% were Aboriginal or Torres Strait Islander. The drop in enrolments has resulted from a number of factors including; employment or further training (14%), family reasons (7%), family relocating (39%), and subject offerings at VCE (12%) being identified as the main reasons.

Many of the school’s Pacific Islander population arrived in Australia through New Zealand in previous years. For this reason they were not recognised as EAL students and therefore were not eligible for English learning opportunities afforded to other new arrivals who reach Australia through the migration process. They were not eligible to attend the Mildura English Language Centre (MELC) prior to enrolling into a mainstream school. This meant they often had limited English when they commenced school and did not speak English in the family home. This has impacted on the development of student’s literacy skills and learning in all curriculum areas, and therefore continues to be a priority area for us to improve on.

The College works hard to overcome the challenges facing families in Robinvale; its Socio-economic Indexes for Areas (SEIFA) score ranks it within the 10 most disadvantaged communities and the College is one of the lowest Index for Community Socio-educational Advantage (ICSEA) schools in Victoria. The College acknowledges the important role it has in lifting aspirations for its students and for the whole community. The wide range of student academic, engagement and wellbeing programs, and the focus on improving engagement with families, are responses that the College implemented in 2016 and have continued through.

In 2020, the 10 year partnership between Robinvale College and the Colman Foundation continues with a strong vision and resourcing to support the achievement of improved social outcomes by placing education at the heart of a disadvantaged community. The Foundation has provided funding for a Partnership Manager, a Community Development Advisor and a Community Facilitator at Robinvale College, including approximately \$300,000 per annum, for 10 years, to support successful implementation of the Our Place model.

Our Place will help integrate early childhood, school and adult education services, giving families access to a range of education and support services at a single convenient location. Integrating place-based services, that are specific to the Robinvale community, will provide a single point of entry for all community members to access high quality early learning, education and community support for children, young people and their families.

In order to meet the specific needs of different stages of learning, the College has three Learning Communities: F-4, 5-8, and 9-12. The College offers a wide range of programs to support and engage its broad mix of students including the Robinvale College and Community Brass Band, an instrumental music program and VET subjects that are offered

on-site including Tradies Pack and Small Business Operations.

In 2021, the College had 46.23 full time equivalent of staff: 3 Principal Class Officers, 3.4 EFT Leading Teachers, 18.7 EFT teachers, 7.6 EFT Para Professional teachers, 1.23 EFT Learning Tutors and 12.3 EFT Education Support Staff. This includes 3 staff who identified as ATSI. In addition to this, an extra 12 people were based at the College site in part time or full time capacity undertaking roles including Colman Foundation staff, KESOs, Clontarf Academy staff, Drs in Schools Program staff, Secondary School Nurse and and Early Learning Centre staff.

January 2021 saw the opening of the Robinvale school and community library, as a result of a partnership between Robinvale College, Swan Hill Rural City Council and Regional Development Victoria.

The college and the community were significantly impacted by Covid-19 in 2021 with significant periods of remote learning occurring at different times throughout the year. This had a significant impact on the day to day running of the school, continuity of learning for students, student wellbeing and engagement and staff wellbeing.

Framework for Improving Student Outcomes (FISO)

In 2021 the College's FISO priority was in Curriculum Planning and Assessment, Evaluating Impact on Learning, Health and Wellbeing and Building Communities. Building Practice Excellence, Setting Expectations and Promoting Inclusion and Curriculum Planning and Assessment. However, with the impact of Covid-19 and with the continuation of remote and flexible learning, we were not able to achieve all we set out to do.

In the areas of Curriculum Planning and Assessment and Evaluating Impact on Learning that would result in improved student outcomes across all curriculum areas, the College continued to focus on embedding an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are being met, where all students feel more engaged and challenged. This was achieved through implementing a PLC cycle with all teachers with a focus on differentiation through a literacy (reading data) lens. Due to the impact of remote learning we were not able to complete a second cycle.

We continued our priority with setting out to improve Literacy teaching across F-4, through the use of a Literacy Learning Specialist and with support from the Speech Pathology in Schools initiative.

In the priority area of Curriculum Planning and Assessment, our key improvement strategy was to build teacher capability to utilise data and a range of rigorous assessment practices and feedback to effectively inform teaching and learning. We aimed to do this by implementing a whole school assessment schedule and aligning it to our whole school meeting schedule, have our Leadership team participate in the Harvard DataWise professional learning and deliver targeted data literacy professional learning to all staff, aligned with our reading priority and PLCs. Due to Covid, we were unable to undertake a PLC inquiry cycle with teachers but are proud of our commitment to this goal as we shifted our focus on building data literacy amongst staff and beginning the implementation of the whole school assessment schedule.

Our priority of Setting Expectations and Promoting Inclusion involved continuing our work in fostering learning communities that are supportive and productive learning environments that promote inclusion and collaboration, developing the whole child. We aimed to increase staff understanding and capacity in differentiation strategies through PLCs, and ensure that all students had an Individual Student Engagement Plan (ISEP) with students and parents being provided with at least 2 opportunities to review and update the ISEPs. This was a significant achievement from the previous year where only 'at risk' students and an ISEP in place. The impact of Covid-19 and the continuation of remote learning resulted in us not being able to implement a whole school attendance process. We did implement an Attendance Staged Response during remote learning periods and upon students returning to school, that incorporated students and their parents receiving additional contact and support from the school, where students were identified at risk of not participating in remote learning or at risk of disengaging.

In response to COVID-19 continuing in 2021 and the continuation of remote and flexible learning throughout different times of the year, all Government schools were required to shift priority focus so as to meet the growing demands in 3 areas:

1. Learning, catch up and extension priority, 2. Happy, Active and healthy kids priority, and 3. Connected schools priority. As a result, we had the opportunity to refocus our priorities and align them with the immediate needs of the school community.

Achievement

All teachers participated in a PLC inquiry.

Teachers demonstrated a deeper understanding of HITS - differentiation.

Teachers implemented HIT - differentiation, into their planning and teaching.

Increased use of assessment data being used and collected by all teachers - as evidenced by the data collected.

Literacy and Numeracy meetings were also timetabled into the week for selected teachers who worked with literacy and numeracy learning specialists to target areas of identified need, based on PAT Reading and Numeracy results.

Teachers participated in PAT-R and F&P training.

Tutor Learning Initiative and Middle Years Literacy and Numeracy Support were implemented across the school for identified students but remote learning and staffing shortages impacted on our ability to staff these initiatives consistently throughout the year.

Engagement

The school successfully implemented Individual Student Engagement Plans (ISEPs) for all students and teachers demonstrating an increased understanding in differentiation of these plans for students, as evidenced by what was documented.

5 teachers participated in DUET Music Initiative and Creative Workers in Schools and demonstrated increased capacity to offer engaging lessons to students.

Breakfast Program engagement increased numbers of students attending - 3490 total for 2021 compared to 242 for 2020.

School newsletter moved to Schoolzine (online platform) with parents now able to translate full newsletter and access the newsletter via multiple platforms.

Berry St routines of greeting students, using brain breaks embedded across school, as evidenced through observations.

Increased number of students attending lunchtime activities when students were able to be onsite.

Library JUA implemented including booking process for external organisations and community groups.

Successful in getting playground funding.

All students have an ISEP that was reviewed twice in the year, with opportunities for parent feedback being provided at least twice in the year.

Student Led Conferences, Parent teacher interviews and relevant SSGs were held twice in the year.

There was an increase in students exiting school in 2021 due to gaining full-time employment, including

Apprenticeships and Traineeships, with Covid-19 and the continuation of remote learning showing to have an impact on these decisions with 8 students exiting for this reason.

Wellbeing

Health and wellbeing support was prioritised for students during remote learning periods with an Attendance Staged Response being implemented. This resulted in teachers being able to flag students at risk of not disengaging from their learning or where attendance was a concern. This process enabled tier 2 and tier 3 interventions to be put in place for those students with Education Support and Wellbeing staff being redirected to better meet the needs of students during

this time.

Covid-19 significantly impacted on students having access to already limited tier 3 supports including counselling, as a result, new partnerships and partnership options were implemented including students having access to counselling sessions via Telehealth and Zoom.

In response to the School Climate data results and due to the impact that Covid-19 was having on staff wellbeing, we also initiated several strategies to address staff health and wellbeing, in partnership with the Employee Assistance Program that included providing a face to face counsellor for one on one support and online PD sessions related to resilience and managing change. All staff were also provided with additional mentoring and wellbeing check ins from their PLC leaders on a regular basis, as well as the implementation of a social gathering / event once per term. Further work was due to go ahead with implementing an Appreciative Inquiry and School Improvement Team in this area but due to Covid-19, this has been delayed til 2022.

Our school's social media presence also increased during this time with more information being provided to families and the community on positive strategies related to resilience, managing change, improving communication between children and their parents, grief and loss.

Finance performance and position

The financial section of this report indicates Robinvale College continues to maintain a sound financial position with a net operating surplus of \$108,459. This result is reflective of adjustments made within the staffing or "credit" side of our budget to eliminate the deficit, whilst still maintaining the broad range of VCE subjects we offer to retain senior students at Robinvale College, and reduced class sizes in the early years.

Robinvale College allocated equity funding to prioritise resourcing to support staffing and improved literacy outcomes for students by providing staff with professional development, training and release time to learn and begin implementing literacy interventions.

An additional \$34,000 was spent on CRTs, this was inclusive of utilising Randstad for CRTs on a term by term basis, during Covid times.

Surplus was due to budgets not being fully expended, including maintenance blitz funding during the year due to Covid restrictions.

Funding supported significant expenditure in the following areas;

Security Cameras Phase 1 & 2

Upgrade to Irrigation on ovals

Upgrade to gym lights

Pool heater replacement

Installation of solar panels to provide renewable energy

CommBox Interactive Screens x 4 in primary classrooms

Mini/Multi lit training to increase literacy in the primary years

Paige Williams Appreciative Inquiry pupil free day professional development for all staff

Electra board and college signage

ICT upgrades and repairs and maintenance across the college

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.

Extraordinary revenue items include:

\$10,000 Chaplaincy from the Chaplaincy Committee.

\$7,861.50 Advance Program

\$5,185 Toorak Uniting Church

\$1,000 Select Harvest Breakfast Club

\$10,000 ACF Homework Cub

\$18,000 MADEC Scholarships

\$3,000 Golf Club Scholarship

\$2,500 Golf Club Grant Funding

\$120,694 – Place Based Partnership funding for Community Liaison Officer

\$3,500 Regional Arts Creative Workers in Schools initiative.

\$5,780 Duet Music in School Program

\$7,500 Melbourne University for a pre-service teacher's mentoring

For more detailed information regarding our school please visit our website at

<https://www.robinvale.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 317 students were enrolled at this school in 2021, 150 female and 167 male.

22 percent of students had English as an additional language and 35 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

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

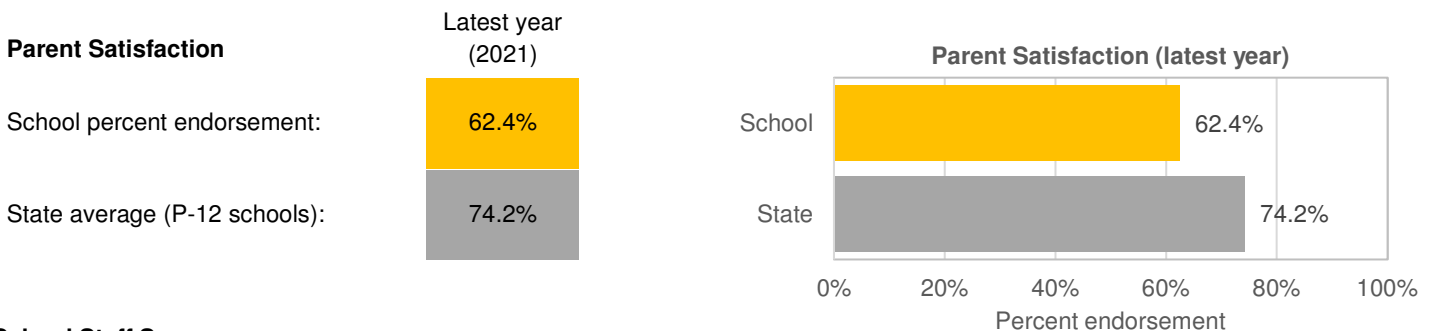
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage,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

This school's SFOE band value is: High

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

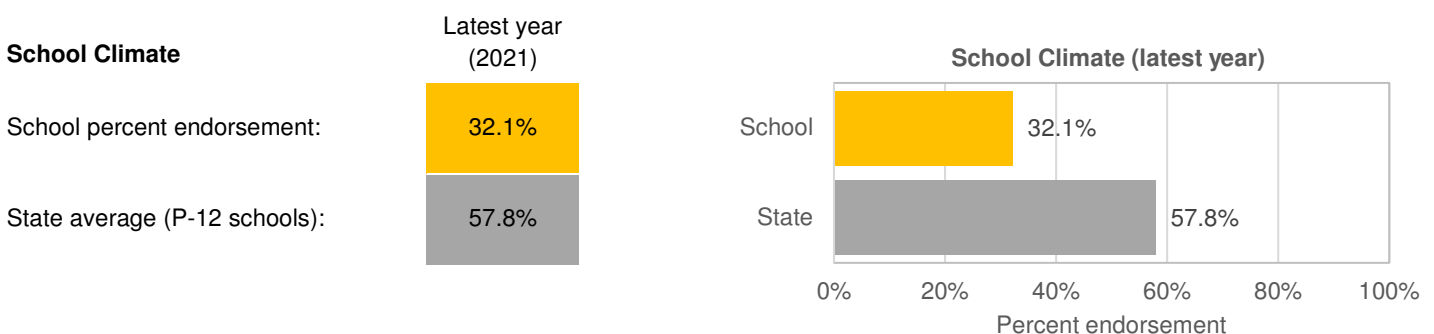


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



ACHIEVEMENT

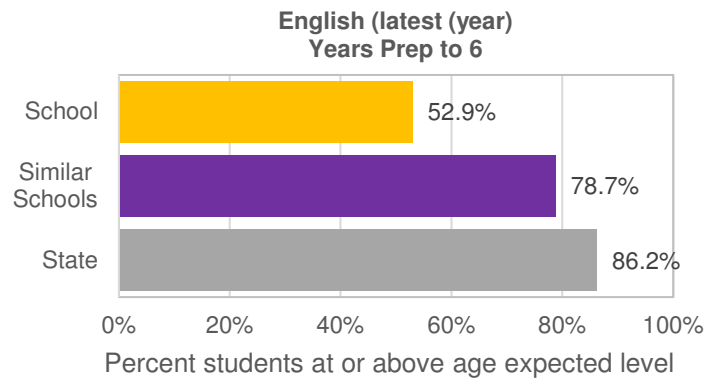
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Teacher Judgement of student achievement

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

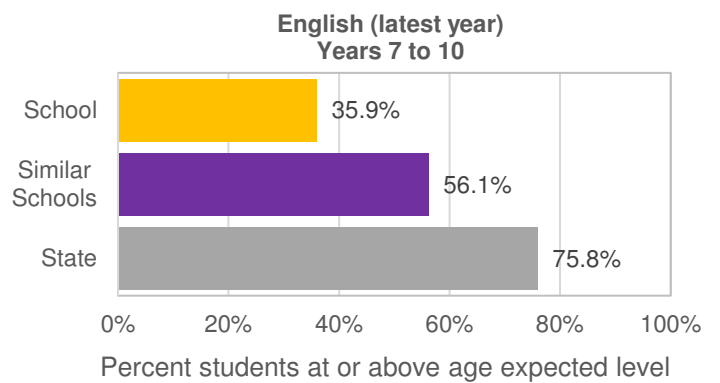
English Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	52.9%
Similar Schools average:	78.7%
State average:	86.2%



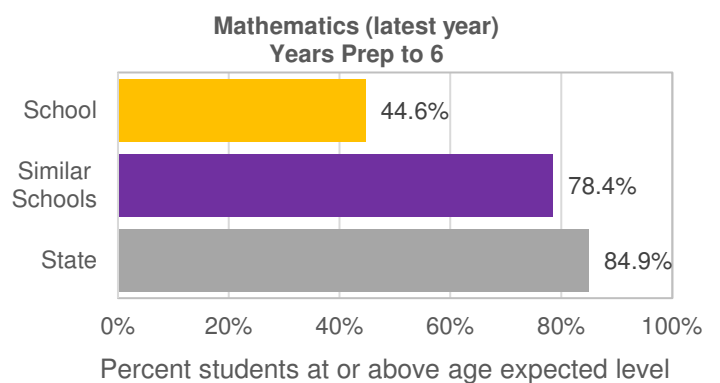
English Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	35.9%
Similar Schools average:	56.1%
State average:	75.8%



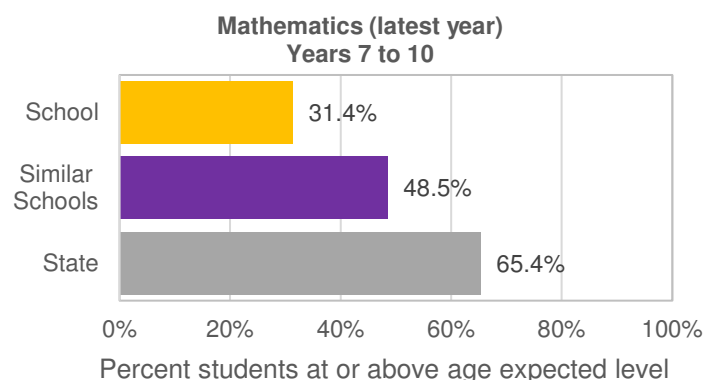
Mathematics Years Prep to 6

	Latest year (2021)
School percent of students at or above age expected standards:	44.6%
Similar Schools average:	78.4%
State average:	84.9%



Mathematics Years 7 to 10

	Latest year (2021)
School percent of students at or above age expected standards:	31.4%
Similar Schools average:	48.5%
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.

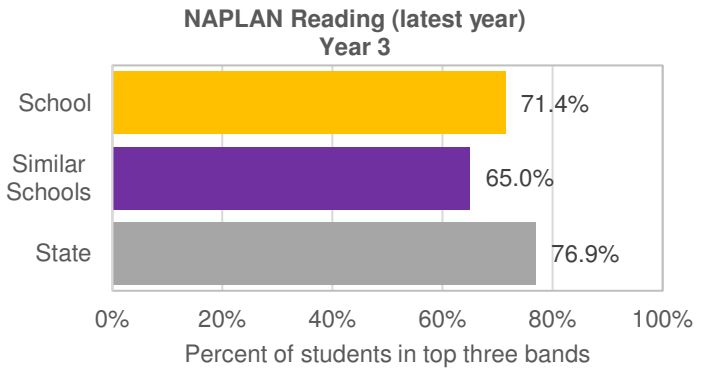
NAPLAN

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.

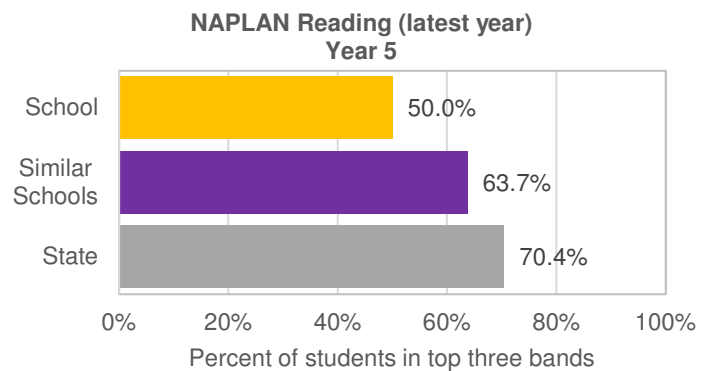
Reading Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	71.4%	60.6%
Similar Schools average:	65.0%	67.6%
State average:	76.9%	76.5%



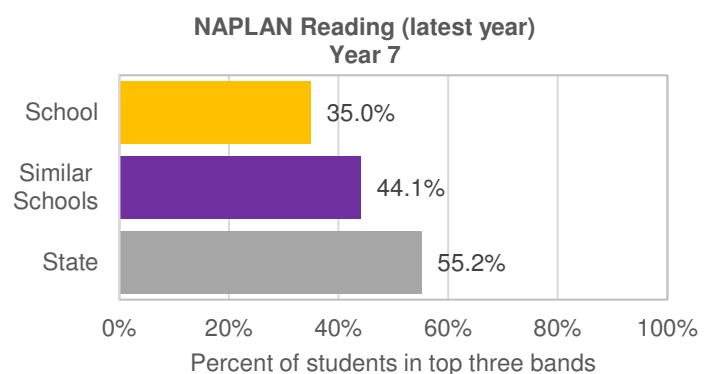
Reading Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	50.0%	40.9%
Similar Schools average:	63.7%	60.8%
State average:	70.4%	67.7%



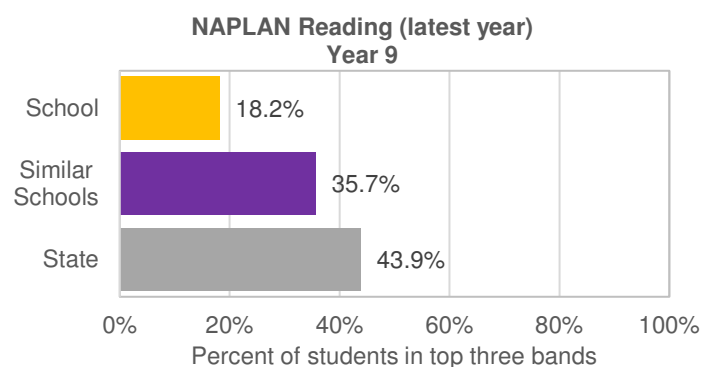
Reading Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	35.0%	29.1%
Similar Schools average:	44.1%	44.7%
State average:	55.2%	54.8%



Reading Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	18.2%	28.2%
Similar Schools average:	35.7%	39.5%
State average:	43.9%	45.9%



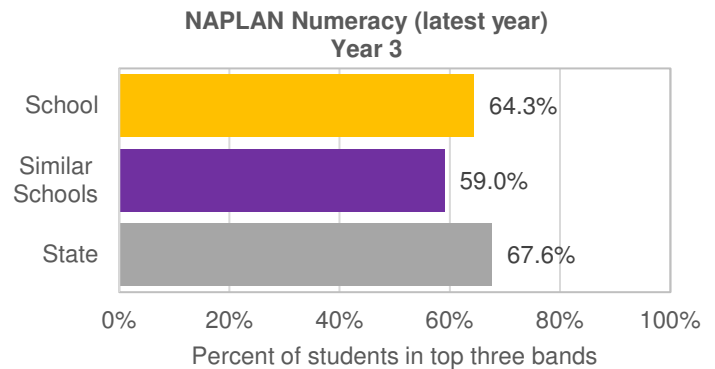
ACHIEVEMENT (continued)

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)

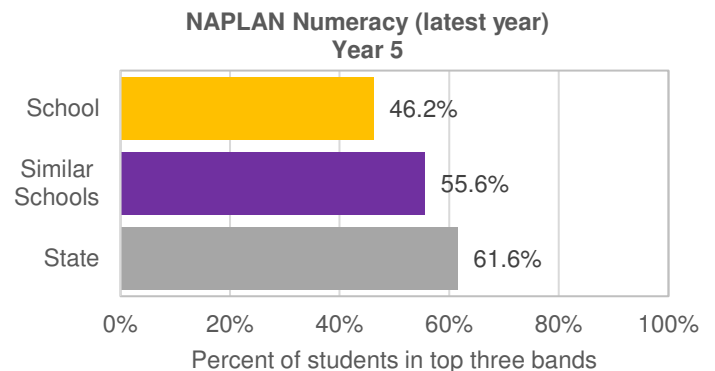
Numeracy Year 3

	Latest year (2021)	4-year average
School percent of students in top three bands:	64.3%	47.6%
Similar Schools average:	59.0%	61.4%
State average:	67.6%	69.1%



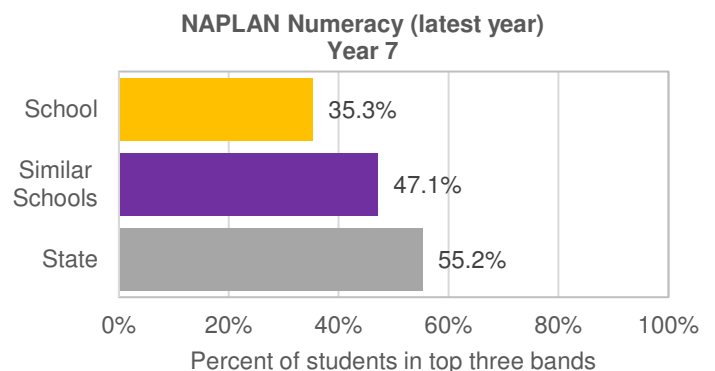
Numeracy Year 5

	Latest year (2021)	4-year average
School percent of students in top three bands:	46.2%	34.9%
Similar Schools average:	55.6%	53.7%
State average:	61.6%	60.0%



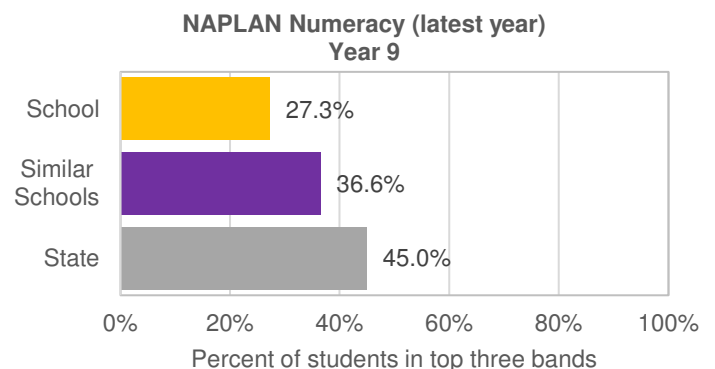
Numeracy Year 7

	Latest year (2021)	4-year average
School percent of students in top three bands:	35.3%	37.3%
Similar Schools average:	47.1%	47.7%
State average:	55.2%	55.3%



Numeracy Year 9

	Latest year (2021)	4-year average
School percent of students in top three bands:	27.3%	31.4%
Similar Schools average:	36.6%	40.8%
State average:	45.0%	46.8%



ACHIEVEMENT (continued)

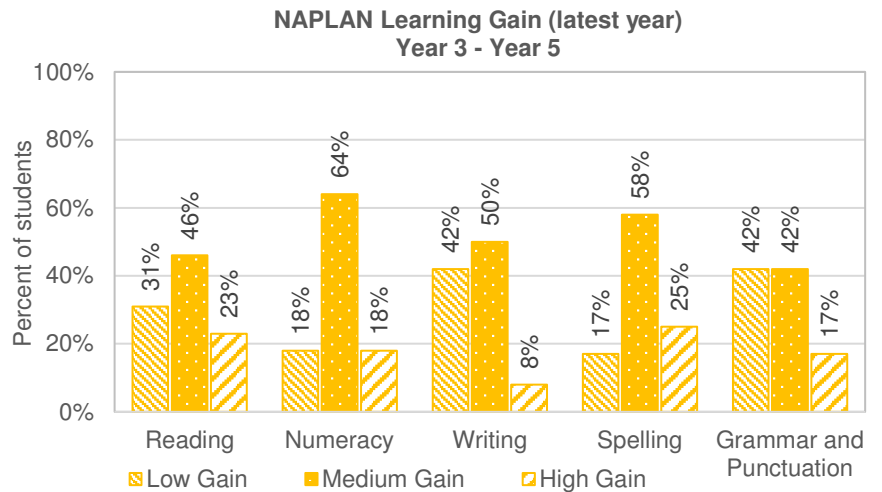
NAPLAN Learning Gain

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)

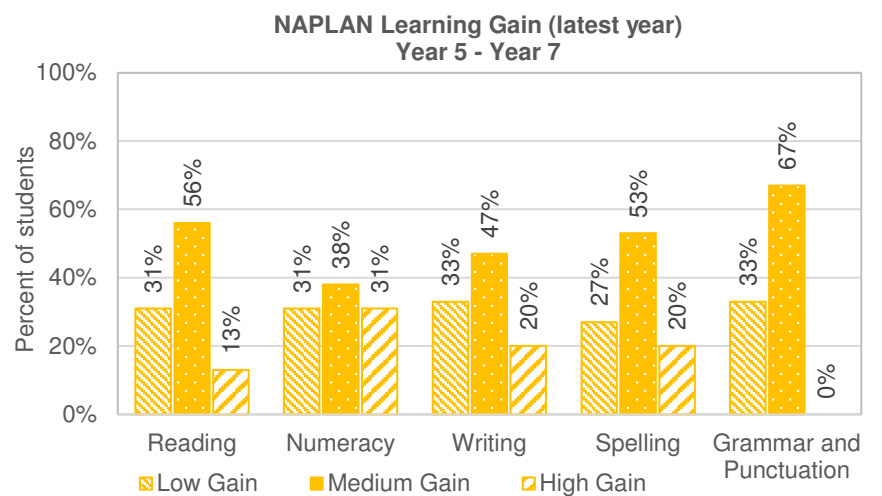
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	46%	23%	20%
Numeracy:	18%	64%	18%	23%
Writing:	42%	50%	8%	16%
Spelling:	17%	58%	25%	21%
Grammar and Punctuation:	42%	42%	17%	16%



Learning Gain

Year 5 (2019) to Year 7 (2021)

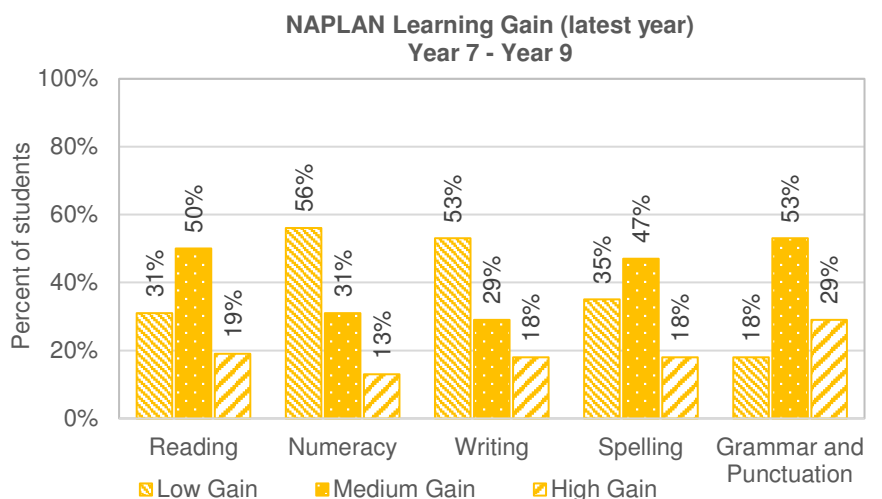
	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	56%	13%	17%
Numeracy:	31%	38%	31%	18%
Writing:	33%	47%	20%	15%
Spelling:	27%	53%	20%	23%
Grammar and Punctuation:	33%	67%	0%	19%



Learning Gain

Year 7 (2019) to Year 9 (2021)

	Low Gain	Medium Gain	High Gain	High Gain (Similar Schools)
Reading:	31%	50%	19%	20%
Numeracy:	56%	31%	13%	23%
Writing:	53%	29%	18%	17%
Spelling:	35%	47%	18%	22%
Grammar and Punctuation:	18%	53%	29%	21%



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.

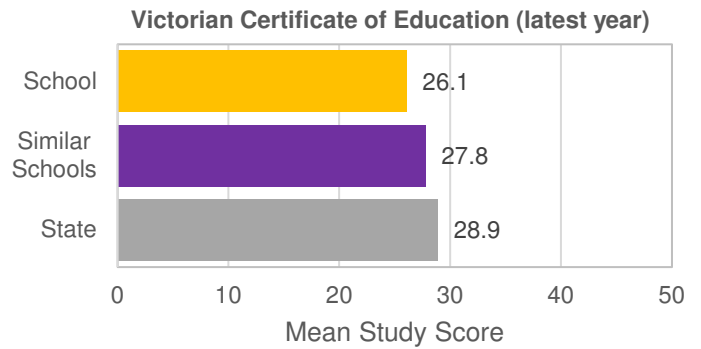
Victorian Certificate of Education (VCE)

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	26.1	24.6
Similar Schools average:	27.8	27.5
State average:	28.9	28.9



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:	53%
VET units of competence satisfactorily completed in 2021*:	45%
Victorian Certificate of Applied Learning (VCAL) credits satisfactorily completed in 2021:	48%

* 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

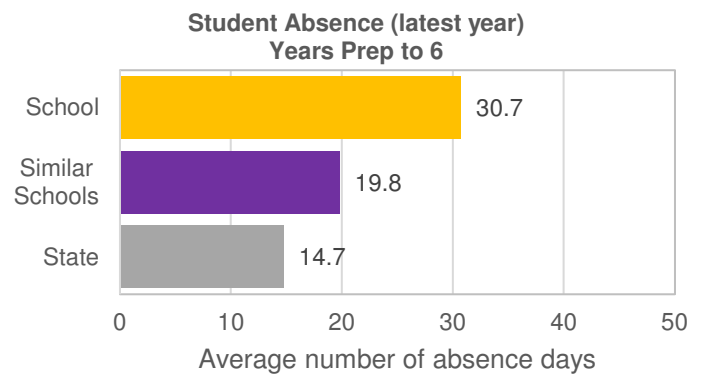
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

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.

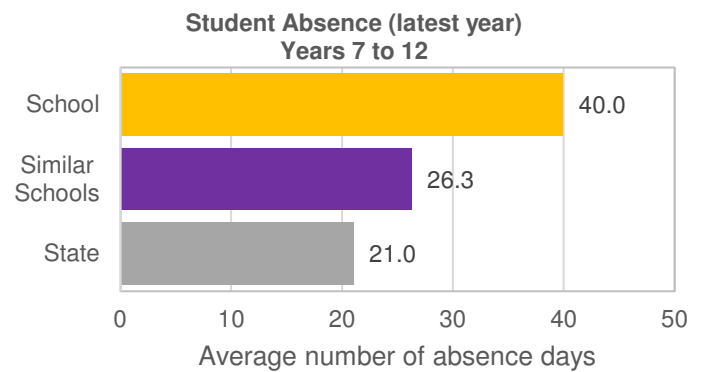
Student Absence Years Prep to 6

	Latest year (2021)	4-year average
School average number of absence days:	30.7	27.5
Similar Schools average:	19.8	18.0
State average:	14.7	15.0



Student Absence Years 7 to 12

	Latest year (2021)	4-year average
School average number of absence days:	40.0	29.9
Similar Schools average:	26.3	24.3
State average:	21.0	19.6



Attendance Rate (latest year)

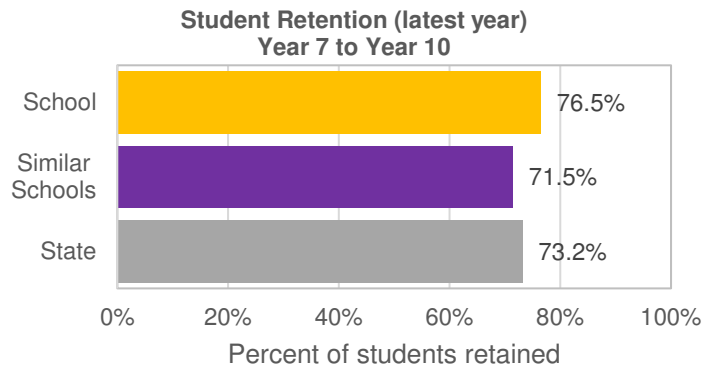
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2021):	84%	86%	83%	84%	86%	83%	85%
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
Attendance Rate by year level (2021):	79%	76%	78%	80%	85%	86%	

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:	76.5%	53.8%
Similar Schools average:	71.5%	71.2%
State average:	73.2%	72.9%

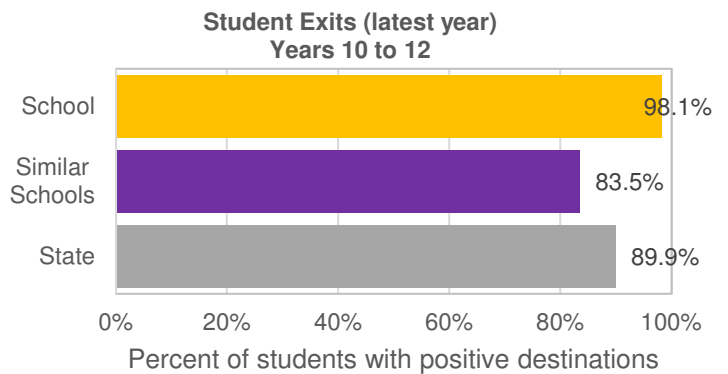


Students exiting to further studies or full-time employment

Percentage of students from Years 10 to 12 going on to further studies or full-time employment.

Note: This measure refers to data from the year when students exited the school. Data excludes destinations recorded as 'Unknown'.

Student Exits Years 10 to 12	Latest year (2020)	4-year average
School percent of students to further studies or full-time employment:	98.1%	92.8%
Similar Schools average:	83.5%	84.2%
State average:	89.9%	89.2%



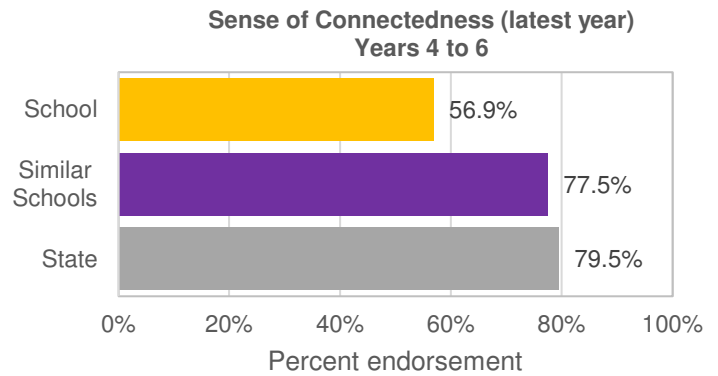
WELLBEING

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

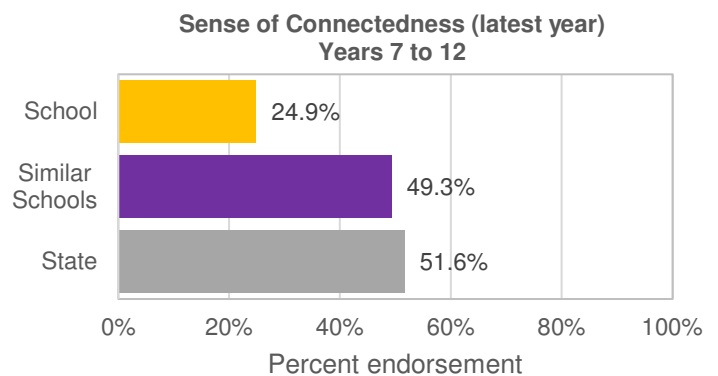
The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	56.9%	64.7%
Similar Schools average:	77.5%	80.4%
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:	24.9%	38.5%
Similar Schools average:	49.3%	52.0%
State average:	51.6%	54.5%



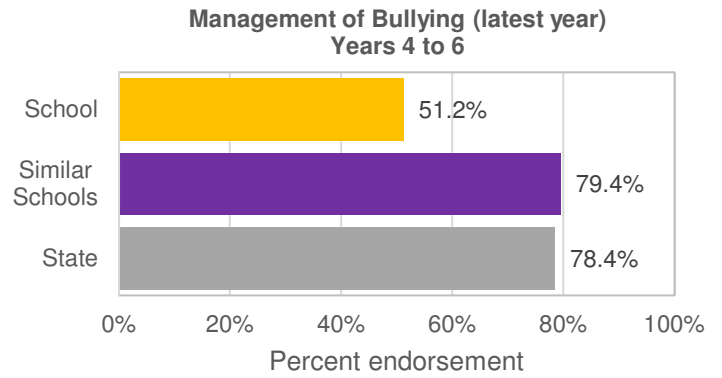
Due to lower participation rates, differences in the timing of the survey/length of survey period and the general impact of Covid19 across 2020 and 2021, data are often not comparable with previous years or within similar school groups. Care should be taken when interpreting these results.

WELLBEING (continued)

Student Attitudes to School – Management of Bullying

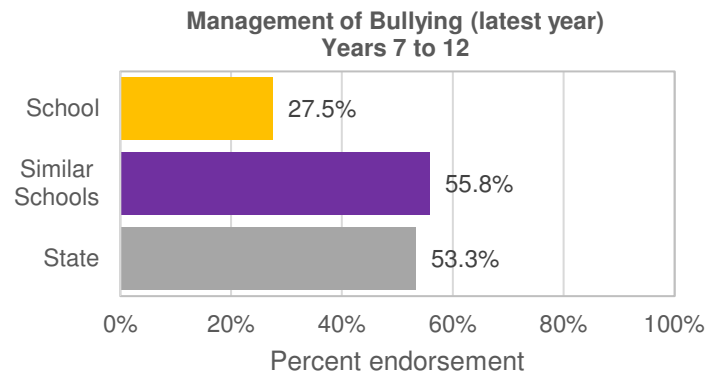
The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6	Latest year (2021)	4-year average
School percent endorsement:	51.2%	58.5%
Similar Schools average:	79.4%	81.5%
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.

Management of Bullying Years 7 to 12	Latest year (2021)	4-year average
School percent endorsement:	27.5%	37.7%
Similar Schools average:	55.8%	58.2%
State average:	53.3%	56.8%



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

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2021

Revenue	Actual
Student Resource Package	\$4,929,809
Government Provided DET Grants	\$1,566,739
Government Grants Commonwealth	\$0
Government Grants State	\$7,861
Revenue Other	\$112,335
Locally Raised Funds	\$146,018
Capital Grants	\$0
Total Operating Revenue	\$6,762,763

Equity ¹	Actual
Equity (Social Disadvantage)	\$762,168
Equity (Catch Up)	\$24,357
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$786,526

Expenditure	Actual
Student Resource Package ²	\$5,084,999
Adjustments	\$0
Books & Publications	\$11,477
Camps/Excursions/Activities	\$64,582
Communication Costs	\$14,618
Consumables	\$169,446
Miscellaneous Expense ³	\$97,377
Professional Development	\$33,881
Equipment/Maintenance/Hire	\$151,816
Property Services	\$430,697
Salaries & Allowances ⁴	\$153,842
Support Services	\$197,761
Trading & Fundraising	\$63,713
Motor Vehicle Expenses	\$8,797
Travel & Subsistence	\$16,946
Utilities	\$154,353
Total Operating Expenditure	\$6,654,304
Net Operating Surplus/-Deficit	\$108,459
Asset Acquisitions	\$138,767

- (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	\$2,101,226
Official Account	\$31,875
Other Accounts	\$0
Total Funds Available	\$2,133,101

Financial Commitments	Actual
Operating Reserve	\$224,918
Other Recurrent Expenditure	(\$252)
Provision Accounts	\$0
Funds Received in Advance	\$92,033
School Based Programs	\$102,034
Beneficiary/Memorial Accounts	\$10,093
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$1,537
Capital - Buildings/Grounds < 12 months	\$651,468
Maintenance - Buildings/Grounds < 12 months	\$56,326
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$1,138,157

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.